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Announcement - Summer.

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INDIANA

State Normal School Bulletin

VOL. V

APRIL, 1912

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ANNOUNCEMENTS

SUMMER QUARTER

JUNE 17 TO SEPTEMBER 6

1912 ✓

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INDIANA STATE NORMAL SCHOOL.

CALENDAR FOR 1912-1913

SPRING QUARTER—SECOND TERM

Registration, Monday, April 22, 1912.

Class work begins Tuesday, 7:00 a. m., April 23.

Term ends Friday, July 12.

SPRING QUARTER—THIRD TERM

Registration, Monday, May 20, 1912.

Class work begins Tuesday, May 21.

Term ends Friday, August 9.

SUMMER QUARTER

Registration, Monday, June 17, 1912.

Class work begins Tuesday, 7:00 a. m., June 18.

Quarter ends Friday, September 6.

FALL QUARTER

Registration, Monday, September 30, 1912.

Class work begins Tuesday, 8:00 a. m., October 1.

Thanksgiving vacation, Thursday and Friday, November 28 and 29.

Quarter ends Friday, December 20.

WINTER QUARTER

Registration, Monday, December 30, 1912.

Class work begins Tuesday, 8:00 a. m., December 31.

Quarter ends Friday, March 21, 1913.

SPRING QUARTER

Registration, Monday, March 24, 1913.

Class work begins Tuesday, 8:00 a. m., March 25.

Annual commencement, 9:30 a. m., Friday, June 13.

SUMMER QUARTER

Registration, Monday, June 16, 1913.

Class work begins Tuesday, 7:00 a. m., June 17.

Quarter ends Friday, September 5.

STANDING COMMITTEES

CLASSIFICATION OF NEW STUDENTS—Professors Stalker, Rose M. Cox, Swihart and Bean.

CLASSIFICATION OF OLD STUDENTS—Professors Mutterer, Weng, Moran and Hyde.

CLASSIFICATION OF COLLEGE STUDENTS—Professors Bogardus, Schlicher and Higgins.

RECITATION AND EXAMINATION PROGRAMS—Professors Rettger, Bogardus and Clippinger.

COMMENCEMENT AND SENIOR CLASS—Professors Gillum, Higgins and Botsford.

SPECIAL, IRREGULAR AND DELINQUENT STUDENTS AND EXTRA STUDIES—Professors Wisely, Kemp and Bruce.

LIBRARY—Professors Cunningham, Schlicher, Kemp and Bacon.

DISCIPLINE—Professors Parsons, Sandison, Kemp, Wisely, Gillum and Dean Schweitzer.

GRADUATION—Professors U. O. Cox, Lynch, Bogardus, Moran and Charman.

HEALTH OF STUDENTS (Men)—Professors Wiggins, Dryer and Rettger.

HEALTH OF STUDENTS (Women)—Professors Bailey, Rose M. Cox and Dean Schweitzer.

ADVANCED STANDING—Professors Curry, Baxter and Clippinger.

ATHLETICS—Professors Wiggins, Gillum, Turman, Laubach and Higgins.

ENTERTAINMENT AND STUDENT SOCIAL AFFAIRS—Professors Kelso, Weng, Moran, Bacon and Dean Schweitzer.

APPOINTMENTS—Professors Charman, Parsons, Sandison and Rettger.

AUDITING COMMITTEE—Professors Baxter, Kelso and Cunningham.

COMMENCEMENT PROGRAMS, INVITATIONS, ETC.—Professors Rettger, Curry and Wisely.

CATALOGUES BULLETINS, ETC.—Professors Stalker, Curry and Sandison.

ADVISORY COMMITTEE Y. M. AND Y. W. C. A.—Professors McBeth, Baxter, Turman and Bailey.

FACULTY

WILLIAM WOOD PARSONS, President, and Professor of Philosophy of Education,	660 Poplar St.
HOWARD SANDISON, Vice-President, and Professor of Psychology,	404 No. 6½ St.
ELLWOOD WADSWORTH KEMP, Professor of United States History and Civil Government,	626 Deming St.
ALBERT ROSS CHARMAN, Professor of Observation, Methods and Practice,	731 S. Seventh St.
ROBERT GREENE GILLUM, Professor of Physics and Chemistry,	63 Gilbert Ave.
LOUIS JOHN RETTGER, Professor of Physiology,	31 Gilbert Ave.
ARTHUR CUNNINGHAM, Librarian and Professor of Library Science,	626 Walnut St.
CHARLES MADISON CURRY, Professor of Literature,	1004 Sixth Ave.
FRANCIS MARION STALKER, Professor of History of Education,	914 S. Fifth St.
CHARLES REDWAY DRYER, Professor of Geography and Geology,	35 Gilbert Ave.
MARY ELINOR MORAN, Assistant Professor of Literature,	St. Mary's.
WILLIAM THOMAS TURMAN, Professor of Penmanship and Drawing,	1629 S. Fifth St.
JOHN BENJAMIN WISELY, Professor of English,	1247 N. Tenth St.
OSCAR LYNN KELSO, Professor of Mathematics,	700 S. Fifth St.
JOHN JACOB SCHLICHER, Professor of Latin,	1811 N. Eighth St.
WILLIAM ALLEN MCBETH, Assistant Professor of Geography and Geology,	1905 N. Eighth St.
FRANK RAWDON HIGGINS, Assistant Professor of Mathematics,	1719 N. Ninth St.
ROSE MARIAN COX, Assistant Professor of German,	659 Mulberry St.
FREDERICK GILBERT MUTTERER, Professor of German,	667 Oak St.
FREDERICK HENRY WENG, Assistant Professor of Latin,	816 Third Ave.
ERLE ELSWORTH CLIPPINGER, Assistant Professor of English,	1501 S. 6½ St.
FRANK SMITH BOGARDUS, Professor of European History,	2312 N. Tenth St.
CHARLES HOMER BEAN, Assistant Professor of Psychology,	202 Kent Ave.
ULYSSES ORANGE COX, Professor of Zoology and Botany,	433 Washington Ave.
EDWIN MORRIS BRUCE, Assistant Professor of Physics and Chemistry,	2401 N. Ninth St.
MERIT LEES LAUBACH, Professor of Manual Training and Domestic Science,	636 S. Seventh St.

*JAMES HARVEY BAXTER, Assistant Professor of Mathematics.	
SARAH SWIHART, Assistant Professor of English,	418 N. 6½ St.
*WILLIAM ORLANDO LYNCH, Assistant Professor of History.	
*ROSCOE RAYMOND HYDE, Assistant Professor of Physiology, and Zoology and Botany.	
CHARLES BALDWIN BACON, Professor of Public Speaking and Reading,	728 S. Sixth St.
EDITH A. BAILEY, Professor of Physical Training (Women),	907 S. Seventh St.
CHARLOTTE BERTHA SCHWEITZER, Dean of Women,	502 N. 6½ St.
BERTRAM E. WIGGINS, Professor of Physical Training (Men),	500 N. Seventh St.
IVAH RHYAN, Assistant Professor of Manual Training and Domestic Science,	2206 N. Eleventh St.
JULIA GLADYS BOTSFORD, Professor of Music,	524 S. Sixth St.
W. D. WALDRIP, Assistant Professor of History,	1920 N. Eighth St.
WILL E. EDINGTON, Assistant Professor of Mathematics,	1100 N. 6½ St.
ELIZABETH CRAWFORD, Principal and Teacher of English, Training School,	1532 S. 6½ St.
WALTER H. WOODROW, Teacher of Science, Training School,	1505 S. Eleventh St.
MABEL BONSALE, Assistant Principal and Teacher of Mathematics, Training School,	417 B., S. 6½ St.
CAROLINE SCHOCH, Teacher of German, Training School,	435 N. Sixth St.
MINNIE WEYL, Teacher of History, Training School,	417 B., S. 6½ St.
HOWARD W. BYRN, Teacher of Latin, Training School,	1410 S. Sixth St.
TELULAH ROBINSON, Grades Seven and Eight, Training School,	417 B., S. 6½ St.
ALMA MCCRUM, Grades Five and Six, Training School,	1204 N. Fourth St.
EDITH BADER, Grades Three and Four, Training School,	1126 N. Eighth St.
ALICE M. WOODY, Grades One and Two, Training School,	315 N. Twenty-third St.
ELIZABETH UNDERWOOD, County Training School,	Glenn.
ANNE CLARE KEATING, Assistant Librarian,	S. Seventh, R. R. 4.
MABEL E. MARSHALL, Assistant Librarian,	47 S. Thirteenth St.
HELEN M. CRANE, Assistant Librarian,	900 N. Fifth St.
CARABELLE GREINER, Assistant Librarian,	424 N. 6½ St.

OFFICE FORCE

MINNIE ELIZABETH HILL, Registrar,	412 N. Fifth St.
EMMA AGNES SMITH, Clerk,	634 Oak St.
JESSIE CATHERINE SIGLER, Bookkeeper,	521 N. Fifth St.

* On leave.

SUMMER QUARTER, 1912

In the Summer Quarter, beginning June 17, the quarter or twelve weeks will be the credit unit. Students will carry the same number of subjects that they carry in other quarters, and while the courses offered will constitute majors they will be so organized for the most part that each course may be taken as two consecutive minors, thus breaking the work up into six-weeks units for those who must leave at mid-quarter, or for those who may desire to enter at that time. It is believed that by this arrangement more satisfactory work will be done and the needs of all classes of students and teachers more fully met.

GENERAL INFORMATION

LOCATION.—The State Normal School is located at Terre Haute, in the western part of the State, on the main lines of the Pennsylvania and Big Four railroads and is easily accessible by rail or interurban from any part of the State.

FACULTY.—The faculty numbers fifty-six regular instructors, who devote their entire time and attention to the training of teachers for the public schools of Indiana.

DEPARTMENTS.—The twenty-five departments offer every phase of work required in the public schools, including grade and high school subjects, supervision and school management, manual training and domestic science. There are well-equipped gymnasiums for men and women and convenient athletic grounds.

EQUIPMENT.—The school, located in the heart of the city of Terre Haute, has at present four commodious, well-equipped buildings in which to do its work. The library contains 50,000 volumes.

TRAINING SCHOOLS.—The State Normal School maintains training schools in the city for the eight grades and for the high school. In addition to these schools there is a typical rural school six miles in the country. All these schools are in charge of skillful, professionally trained teachers.

CONDITIONS OF ADMISSION.—*Legal Requirements:* Sixteen years of age, if women; eighteen, if men. Good health. Satisfactory evidence of undoubted moral character. A pledge that the applicant wishes to enter the school in good faith to prepare to teach, if practicable, in the public schools of Indiana.

Scholastic Requirements: For admission to courses for Classes "A," "B" and "C" the applicant must be a graduate of a commissioned or of a certified non-commissioned high school or must possess scholarship equivalent to that of such graduate. For admission to the Two-Year Course and the College Course the applicant must be a graduate of a commissioned high school or must possess scholarship equivalent to such graduate.

CREDENTIALS.—High school graduates must present to the committee on registration a complete certified record of their high school course. This is filed in the office as a part of the student's record and makes the presentation of the diploma unnecessary.

Blanks for this purpose may be obtained by addressing the President.

CREDITS.—The term “credit” is used to denote the successful completion of a course—twelve weeks, five hours a week—in any subject. No credit is given for less than a half quarter.

MINIMUM RESIDENCE REQUIREMENTS FOR GRADUATION.—An actual attendance of three quarters or thirty-six weeks is the minimum residence under which any student may graduate.

TIME FOR ENTERING.—For all reasons it is best to be present at the opening of the quarter, but students are admitted at any time in the year. Experience has shown that persons entering several days or weeks late and attempting to carry the regular number of studies and make a full term’s credits are usually crippled in their work throughout the term. Hence persons entering three weeks or more after the opening of the term are limited for the term to such number of studies as they can profitably carry. However, it should be observed that the certificate for Class “A” can be issued only upon actual attendance for twelve weeks, and that the certificate for Class “B” can be issued only upon actual attendance for twenty-four weeks.

THE TWELVE WEEKS’ COURSE.—The following paragraphs from the Rules and Regulations of the State Teachers’ Training Board will be of interest to students applying for Class “A” and “B” certificates:

LENGTH OF TERM.—The twelve weeks’ period shall cover not less than twelve full calendar weeks of actual school work, including necessary days of classification and registration of students, legal holidays and commencement exercises.

WHEN TAKEN.—This work must be taken after the legal qualifications are met. It may be taken in two terms of six weeks each, or it may be extended through two or three twelve weeks’ terms.

TIME OF ENTERING.—Students should enter at the beginning of the term. Late entrance should not be allowed unless the school is prepared to give the student such attention as will insure valuable and continuous work. If these conditions exist then students may enter at any time, provided no credit is given for less than one-half term’s attendance.

ABSENCE.—Students absent not to exceed ten school days within the twelve weeks, and who pass all the examinations and do satisfactorily all the scholastic work of the twelve weeks, shall be regarded as fulfilling all the requirements of the law. This pro-

vision is not to be construed as reducing the twelve weeks' term to ten weeks, but is intended to cover simply and only cases of sickness. If emergency cases of absence arise not covered by the rule above, the president of the normal school or college may state the facts to the state superintendent for decision.

CREDITS IN ONE INSTITUTION.—All the work required for the Class "A" certificate, or the additional work required for the Class "B" certificate, shall be done in the same institution. No credits shall be given by any accredited institution for less than twelve weeks' work done in any other accredited institution. Credits shall be given for full quarters (twelve weeks) only.

CERTIFICATES, DIPLOMAS AND DEGREES.—Under the law, when students complete the course of study they receive certificates of graduation, not diplomas. "At the expiration of two years after graduation, satisfactory evidence of professional ability to instruct and manage a school having been received, they (graduates) shall be entitled to a diploma appropriate to such professional degrees as the trustees shall confer upon them; which diplomas shall be considered sufficient evidence of qualification to teach in any of the schools of the State."

At the completion of the College Course the certificate and the degree of Bachelor of Arts are given, and the diploma or life license is given after two years of successful teaching.

DEAN OF WOMEN.—To care for the comfort and well-being of the young women, the institution employs a Dean of Women, whose whole time is given to this work. Parents may rest absolutely secure in the knowledge that the Dean keeps in close touch with every young woman in the school and is careful to see that only proper places, under the best conditions, are selected as their homes. A list of desirable rooms and boarding places is kept on file in the office of the Dean, and the young women are expected to confer with the Dean before making definite arrangements as to rooms. Past experience has demonstrated the desirability of requiring the women not to engage rooms where men are rooming. In case of seemingly justifiable exceptions to this rule, the matter should first be acted upon by the Dean before definite arrangements are made. Young women who desire to make arrangements for room and board before coming here can do so by corresponding with the Dean of Women. Indeed, young women will find it greatly to their advantage to make such arrangements before coming. Assistance will be given, as far as possible, to women desiring to find

work to pay part of their expenses. Correspondence relating to the life and interests of the women of the school should be addressed to Miss Charlotte Bertha Schweitzer, Dean of Women.

TUITION AND FEES.—Non-residents of Indiana are charged a tuition fee of twelve dollars per quarter, which must be paid in advance. Residents of Indiana pay no tuition fee whatever, but a library fee of two dollars per quarter of twelve weeks is collected from every student.

COST OF LIVING.—Board, including fuel and light, can be had in good families at \$3.50 to \$4.00 per week, according to the quality of accommodations. There are good facilities for self-boarding and for club-boarding in the city at a cost of from \$2.00 to \$2.50 per week. Nearly all the students board in clubs, thus reducing their entire expenses for board and room-rent to \$2.75 to \$3.50 per week for good accommodations. The expenses of many do not exceed \$2.50 per week. The only charge made by the school is a library fee of \$2.00 per quarter of twelve weeks. This applies to Indiana students. Non-residents are charged a tuition fee of \$12.00 per quarter in addition to the library fee. The necessary expenses for a year of thirty-six weeks in the Normal School will not exceed \$200.00, and may be kept under that amount. For fuller information with regard to the school, address President William W. Parsons.

COURSES OF STUDY

The courses of study as offered at present may be stated briefly as follows:

1. **TWELVE WEEKS' COURSE**, to prepare teachers for Class "A," the legal requirements of which are (1) graduation from the commissioned or certified high school, or equivalent scholarship, (2) not less than twelve weeks' work in a professional school for the training of teachers, and (3) a license to teach of not less than twelve months.

2. **TWENTY-FOUR WEEKS' COURSE**, to prepare teachers for Class "B," the legal requirements of which are (1) graduation from the commissioned or certified high school, or equivalent scholarship, (2) not less than twenty-four weeks' work in a professional school for the training of teachers, (3) one year's successful experience in teaching, and (4) a license to teach of not less than twenty-four months.

3. **TWO-YEAR COURSE**, to prepare teachers for district and town schools, the legal requirements of which class are (1) graduation from the commissioned high school, and (2) two years, or seventy-two weeks, in a professional school. Successful completion of this course entitles the student to a certificate which is accepted in lieu of a license to teach in the district or town schools of the State for three years without examination.

4. **THREE-YEAR COURSE**, to prepare teachers for Class "C," the legal requirements of which are (1) graduation from the commissioned or certified non-commissioned high school, or equivalent scholarship, (2) graduation from a professional school for the training of teachers in the course covering three years or one hundred eight weeks, (3) three years' successful experience in teaching, and (4) a three-year license or its equivalent. Completion of this course in the State Normal School and two years of successful experience entitle the student to a diploma which is a Life State License in Indiana.

5. **FOUR-YEAR COLLEGE OR ADVANCED COURSE**, to prepare teachers for high schools, academies and advanced positions in school work. The conditions of admission to this course are those required by standard colleges of the Middle West, or graduation from

the commissioned high school. Completion of this course entitles the student to the degree of Bachelor of Arts, and, after two years of successful experience, to a diploma which is a Life State License in Indiana.

6. COURSE FOR COLLEGE GRADUATES, a course of thirty-six weeks, open to graduates of standard colleges, and carrying with its completion and two years of successful experience the diploma which is a Life State License in Indiana.

7. THE OLD FOUR-YEAR COURSE, which required fifty credits for graduation. Students who entered upon this course may complete it by fulfilling the requirements at the time they entered or they may adjust themselves to the new courses and their conditions. High school graduates who entered the old four-year course were given fourteen credits. Of the *thirty-six* credits necessary for graduation, *fifteen* in common branches, *nine, seven or eight*, according to time of entrance, in professional subjects, and *one* in composition were required. The remaining subjects were elective. The fifteen credits required in common branches were distributed as follows: *Three* each in geography and grammar; *two* each in arithmetic, reading, history and physiology; and *one* in writing. Previous to the Fall Term of 1904, *nine* professional subjects were required; between the Fall Term of 1904 and the Summer Term of 1906, *seven* professional subjects were required; beginning with the Summer Term, 1906, *eight* professional subjects were required. With these facts in mind consultation of the subjects required in the new courses will readily reveal the changes necessary for adjustment to present conditions.

REQUIREMENTS OF COURSES OF STUDY

1. TWELVE WEEKS' COURSE.

For Certificate to Class "A" four credits are required:

(a) One subject chosen from the following: Psychology, Methods, History of Education, Observation, Child Study—one credit.

(b) One common school subject—one credit.

(c) One advanced subject—one credit.

(d) One subject elected from common school or advanced subjects—one credit.

2. TWENTY-FOUR WEEKS' COURSE.

For Certificate to Class "B" eight credits are required:

(a) First term of twelve weeks, four subjects as stated above in the Twelve Weeks' Course—four credits.

(b) Second term of twelve weeks, four subjects chosen under the same regulations and from the same subjects as in the Course for Class "A," with no duplication of work done in that course—four credits.

3. TWO-YEAR COURSE—SEVENTY-TWO WEEKS.

Twenty-five credits required for certificate which entitles the holder to teach in district and town schools for three years without examination.

Psychology—two credits.
History of Education—one credit.
Methods—one credit.
Practice—two credits.
Arithmetic—two credits.
Grammar—two credits.
Composition—one credit.
Reading—two credits.
Geography 3 and 4—two credits.

History, two credits in American History; or, two credits in European History; or, one credit each in American and European History—two credits.

Physiology—two credits.
Music—one credit.
Drawing—one credit.
Manual Training and Domestic Science—one credit.
Penmanship—one credit.
Physical Training, twenty-four weeks—one credit.
Elective—one credit.

4. THREE-YEAR COURSE—ONE HUNDRED EIGHT WEEKS.

Thirty-eight credits required for certificate which makes the holder eligible to Class "C," and after two years of successful experience entitles him to a diploma which is a Life State License in Indiana.

Psychology—three credits.
History of Education—two credits.
Methods—one credit.
Practice—two credits.
Arithmetic—two credits.
Grammar—two credits.
Composition—one credit.

History, two credits in American History; or, two credits in European History; or, one credit each in American and European History—two credits.

Physiology—two credits.
Reading—two credits.
Geography 3 and 4—two credits.

Nature Study—one credit.

Drawing—one credit.

Manual Training and Domestic Science—one credit.

Music—one credit.

Penmanship—one credit.

Physical Training, twenty-four weeks—one credit.

Electives—eleven credits. With the exception of the courses mentioned here as required, the electives may be chosen from any courses offered by the several departments of the school.

5. FOUR-YEAR COLLEGE COURSE—ONE HUNDRED FORTY-FOUR WEEKS.

Thirty-eight credits in college work, in addition to entrance requirements, entitle the student to the degree of Bachelor of Arts, and to a certificate which after two years of successful experience becomes a Life State License in Indiana.

Professional subjects—nine credits.

Science—three credits.

Latin or German—five credits.

English Literature and Composition—two credits.

European or American History—two credits.

Physical Training—two credits.

Electives—fifteen credits.

Each student in this course must choose some one line of work for his major subject, in which he must make not fewer than nine credits before graduation. With the consent of the head of the department in which the major work is done, other work closely allied to the major work may be substituted for a part of it, not to exceed three terms in all. In choosing the elective subjects the student should consult the head of the department in which he is doing his major work. Of the professional work required for graduation one term of observation and practice shall be in connection with the major subject. Students who elect English as their major subject must have a minimum of three credits in literature and in composition.

REQUIREMENTS FOR COLLEGE COURSE STUDENTS FOR CLASS "A" AND CLASS "B" CERTIFICATES.

For Class "A" certificate, three credits, two of which must be in strictly professional subjects.

For Class "B" certificates, six credits, four of which must be in strictly professional subjects with no duplication of work.

6. COURSE FOR COLLEGE GRADUATES—ONE YEAR—THIRTY-SIX WEEKS.

Twelve credits (one year's work in residence) are necessary for graduation from this course. Eight professional credits are required as follows. Three in Psychology, two in Methods, two in Practice, and one in History of Education. The four remaining credits may be elected from other professional subjects or from academic subjects. Students completing this course are entitled to the certificate and after two years of successful experience to the diploma, which is a Life State License in Indiana.

COURSES OFFERED DURING THE SUMMER QUARTER,
JUNE 17 TO SEPTEMBER 6, 1912

EDUCATIONAL PSYCHOLOGY

1. **Psychology.**—This is the first of a series of three courses. It leads the student into a general survey of the entire field of educational psychology, and then into the more detailed study of attention, and interest, sensation, perception and fatigue. A part of the work is in the form of laboratory experiments. The student also becomes acquainted with the general nature of the self. He learns the characteristic that unifies the self with the subject matter in all other branches of study. He then is made aware of the characteristic which distinguishes the subject matter of Psychology from that of other subjects. He is led also to understand the main group of important attributes belonging to the mind. Following this, he makes an investigation of the law of the self. He then gives a brief study to feeling, willing and knowing, and considers the law of the self as manifested in these special capacities. This prepares him to consider the relation of these truths to teaching.

Two sections—8:00—10:00—Mr. Bean—D 2.

2. **Psychology.**—In Psychology 2, the student concentrates his attention upon knowing, dealing only incidentally with feeling and willing. He studies those stages of knowing in which one becomes conscious of the particular. This includes an investigation of sensing, sense-perception, remembering, imagining, and the language activity. The manifestation of the law of the self in each of these forms of knowing is considered, and their relation to teaching is shown.

Two sections—10:00—1:30—Mr. Sandison—B 2.

3. **Psychology.**—In Psychology 3, attention is given to the process of thinking, or the activity in which the general is known.

Thinking is shown to be an activity in which one becomes conscious, not of particular objects, but of relations, and relations are always general. The term's work includes a consideration of understanding, conceiving, judging, reasoning inductively, reasoning deductively, and intuition or insight. Each of these is considered in the relation to the law of consciousness or the self, and its bearing upon education is studied. 9:00—Mr. Sandison—B 2.

13. **Social Psychology.**—This subject is a study of the phases of a person's mind that are due to his association with other people. Its value in a school for teachers is to show the possible uses that can be made of the social groups of the school room and play ground and of the biographies of men and history of man's relations to man, and of the arts, literature and other products of coöperation, in the training of children for membership in society. The whole subject is covered in one term. It may be elected by any student who has completed one term of psychology.

11:00—Mr. Bean—D 2.

AMERICAN HISTORY

1. **American History to 1789.**—In this course the European origin of American institutions, the colonial policies of European states in the new world, the colonial development during the seventeenth and eighteenth centuries, the struggle for colonial supremacy, the Revolutionary War, and the making of the Constitution are considered. Text: Thwaites, *The Colonies*. 8:00—Mr. Kemp.

2. **History of the United States from 1789-1860.**—Some of the chief points in this course are: The organization of the Federal Government, the relations of the United States with European powers during the period of the French Revolution and the Napoleonic wars, westward expansion, the Monroe Doctrine, the growth of sectionalism and its final culmination in the Civil War. The use of great historical documents and other original material is increasingly made in this course. Continuous use is made of the Declaration of Independence, the Articles of Confederation, the Ordinance of 1787, and the Constitution of the United States. Text: Hart, *Formation of the Union*. 11:00—Mr. Kemp—C 10.

3. **History of the United States, 1860-1911.**—In this course special attention is given to the underlying causes of the Civil War, to political and industrial development during the war, to reconstruction, and to the political, social, and economic growth

of the American nation into one of the leading world powers. Text: Wilson, Division and Reunion. 9:00—Mr. Lynch—C 3.

4. **American Government and Politics.**—This course consists in a study of the actual systems of government in America, especially federal, state and city, as those have developed in American life. This subject will be found especially helpful for students preparing to teach civics. Text: Bryce, American Commonwealth. 10:00—Mr. Kemp—C 10.

METHODS, OBSERVATION AND PRACTICE

1. **Observation.**—This course deals with the school in the concrete. Part of the time is given to the observation of work in the Training Schools and part of the time is given to the discussion of the exercises observed. Attention is given to the essential elements in a lesson in general and in the lessons observed. Topics such as Opening Exercises, Discipline, Sanitation, Playgrounds, etc., are considered in general and in particular through the observation in the schools. 10:00—Mr. Charman—B 1.

2. **Methods.**—This course consists of the general theory of Method and its application to certain branches of study and to the lesson. 9:00—Mr. Charman—B 1.

4. **Problems of the School.**—The discussion of problems involved in the work of the school such as, The Adjustment of the Course of Study, Principles of Discipline, General Principles of Teaching, etc., will be given. Along with the class discussion references to the best current literature in connection with each topic will be given and considered.

NOTE.—This course is offered instead of Practice II for such persons as have had several years of experience in teaching. Students should not take this course without consulting the head of department.

PHYSICS AND CHEMISTRY

PHYSICS.

1. **Mechanics.**—(1) Matter and its divisions, properties and conditions. (2) Motion and force, work and energy, gravitation, falling bodies, the pendulum, simple machines, hydrostatics and pneumatics. This course should be taken first by students who have never had work in physics. 10:00—Mr. Gillum—C 31.

3. **Electricity.**—Electricity and magnetism, static and current electricity, magnetism, electric generators, electro-magnetic in-

duction, electrical measurements, and some of the more important applications of electricity. All points in the class work are fully illustrated by experiment. The laboratory work in general physics is all quantitative work, and the time of each course for the first year is divided about equally between the recitation and the laboratory work. 8:00—Mr. Gillum—C 31.

6. **Advanced Physics (3).**—Electricity and magnetism. Attention is given to the history of electrical theories and electrical discoveries. This course may follow 1, 2, and 3, and should follow trigonometry. 11:00—Mr. Gillum—C 31.

CHEMISTRY.

1. **General Inorganic Chemistry.**—This course comprises a systematic study of the more elementary principles and the properties of a few of the common non-metallic elements and their compounds. In this course, as in 2 and 3, the work is arranged to meet the needs of the grade or general teacher, as well as that of the special teacher of chemistry. The intention in the first year's work is to enable the student to understand the chemistry of common life and the chemical side of other lines of work. There is daily recitation and laboratory work, a note-book being kept of the experiments. 9:00—Mr. Bruce—C 31.

2. **General Inorganic Chemistry.**—This is a continuation of course 1 and is more particularly a study of the common metals. Considerable library reading is done in studying the various industrial processes in preparing the important metals for the market. A careful study is here made of their reactions upon which qualitative analysis is based. When time permits, the more common organic compounds are studied. 10:00—Mr. Bruce—C 31.

3. **Qualitative Analysis.**—This is a laboratory course supplemented by individual instruction. A study of the principles and operations involved, and practice in identifying the common metals and acids is the primary purpose of this course. 11:00—Mr. Bruce—C 31.

4. **Qualitative Analysis.**—This also is a laboratory course. It is an application of the processes worked out in course 3. Several minerals are analyzed, work is done in detecting the common food adulterants, in determining the purity of chemicals, and in detecting the common non-metallic elements like carbon, hydrogen, nitrogen, sulphur and the halogens and in the analysis of drinking water, coal, soils, etc. Open to students having had courses 1, 2, and 3. 11:00—Mr. Bruce—Laboratory.

PHYSIOLOGY

1. **Hygiene and the Public Health.**—The work of this course deals with the fundamental facts of Immunology and Sanitation. The physiological factors involved in natural resistance to disease and in acquired immunity are studied in the light of the modern conceptions of Immunology and Bacteriology. Two periods per week are spent in the laboratory, in the microscopic study of a few types of bacteria. Simple plate cultures are made under varying experimental conditions to illustrate the nature of the growth and distribution of bacteria. A number of the more important diseases are studied in detail, showing their causes, the organisms involved, and the means for their cure or prevention. Practical instruction is given in the use of disinfectants as required for the more usual emergencies. It is the purpose of the course in short, to present the scientific knowledge, which every person should have, to act intelligently and effectively in all efforts to promote the individual and the public health. 9:00—Dr. Rettger—C 34.

2. **The Physiology of Digestion and Nutrition.**—The purpose of this course is to present the modern conception of the digestion and assimilation of the foods and the reflex and nervous control of the digestive organs. The laboratory work consists of the execution of about one hundred experiments showing the chemical and physical processes involved in digestion. The preparation of about twenty-five microscopic slides showing the histological structure of the digestive organs is intended to furnish the proper anatomical background for the understanding of the physiological processes concerned. 10:00—Dr. Rettger—C 34.

3. **Advanced Physiology.**— 8:00—Dr. Rettger—C 34.

ENGLISH AND AMERICAN LITERATURE

While all of the courses offered in the summer quarter constitute majors, they are so organized that each may be taken as two consecutive minors; in other words as six-weeks units.

1. **The History of English Literature.**—An outline course designed to give a general view of the more important authors and periods, and of their relations to each other.

10:00—.....—B 16.

2B. **Literary Types.**—An introduction to some of the problems of literary study. A wide range of selections illustrating the various types of prose will be intensively studied.

9:00—.....—B 16.

3. **Victorian Poetry.**—Studies in the poetry of Tennyson, Browning, Mrs. Browning, Matthew Arnold, Rossetti, William Morris, and others. 8:00—Mr. Curry—B 12.

8A. **English Prose.**—Selections from the following authors: Lamb, De Quincey, Hazlitt, Ruskin, Macaulay, and Matthew Arnold. 10:00—Mr. Curry—B 12.

11. **American Poetry.**—Studies in the works of all the leading American poets, as represented in Page's "Chief American Poets." 11:00—Mr. Curry—B 12.

HISTORY OF EDUCATION

1. **Beginnings in Education.**—The work of the term attempts to get at the real meaning of education in its largest sense, and to apply this notion to certain selected types in the East. Special stress is placed upon the Hebrew people.

8:00—Mr. Stalker—C 1.

2. **Greek and Roman Education.**—As detailed a study of the civilizations of these two peoples as the time will permit is made in a comparative way. The great periods and movements, the educational ideals, and the contributions of permanent value are given the emphasis that they call for in the class discussion.

9:00—Mr. Stalker—C 1.

10. **Modern Educational Classics.**—A critical, comparative study of a number of the best educational essays and books of recent times.

10:00—Mr. Stalker—C 1.

GEOGRAPHY AND GEOLOGY

COMMON SCHOOL COURSES.

Two terms' work in the outlines of general geography from the teacher's standpoint are open to high school graduates and are required of candidates for the Normal diploma in the two and three-year courses.

3. **Physical and Economic Geography.**—The natural environment of man viewed from an economic standpoint.

8:00—Mr. McBeth—C 8.

4. **Regional Geography.**—The natural provinces of the globe. The land area mapped according to natural divisions, and the resulting provinces grouped under types. The most important province of each type is chosen, in most instances from North America, for intensive study. Other provinces are briefly compared with the type province.

10:00—Dr. Dryer—C 6.

ADVANCED COURSES.

7 or 8. **The Geography of a Continent.**—Physiography and natural resources and their influence upon the inhabitants, past, present and future—North America or Europe as the class may elect. 9:00—Mr. McBeth—Laboratory.

9. **Economic and Commercial Geography.**—The natural sources of wealth and their utilization by man.

11:00—Mr. McBeth—C 6.

11. **Principles, Problems and Methods of Geography.**—This course deals with the scope, organization and pedagogy of geography and is designed for supervisors and those who wish to make special preparation for teaching geography in the grades.

9:00—Dr. Dryer—C 8.

5 and 12. **Physiography and Geology.**—The structure and forms of the land and the processes which have produced them. These courses involve two or three half days of field work each week which may be done in the afternoon and on Saturday. They are planned to meet the needs of students of various grades of advancement and the work is largely individual or in small groups. It may be pursued for any period not less than six weeks and may be continued through the spring, summer and fall quarters with corresponding credits.

1:30—Dr. Dryer—Laboratory.

WRITING AND DRAWING

1. **Writing.**—The work in Writing consists of such practice as is necessary for the acquirement of good positions, movement, and a modern style of business writing. Special attention is given to blackboard work. Plain lettering. 11:00—Mr. Turman—B 33.

1. **Drawing.**—Practice with brush and ink in drawing various subjects in silhouette, in landscape, and design. The handling of water colors is practiced in its application to landscape, still life, and design. Drawing of simple objects with pencil. Easy constructive drawings. 10:00—Mr. Turman—B 35.

5. **Drawing.**—Advanced work in constructive drawing and development of surfaces: perspective—mechanical and freehand—and its application in sketching buildings and landscapes. Pen drawing. Use of colored crayons and charcoal and oil colors. Picture composition and Art history. This course is open only to students who have had 1, 2, 3 or equivalents.

8:00—Mr. Turman—B 35.

ENGLISH

1. **General View of the English Sentence.**—The thought and its elements, the sentence and its parts, kinds of ideas and classes of words used in expressing them, modifiers, the simple sentence and classes of words used in forming it, their uses and modifiers, and the phrase. Two sections—9:00—Mr. Wisely—B 6;

10:00—Miss Swihart—B 17.

2. **The Compound and the Complex Sentence.**—The clause, the compound sentence, uses of words, phrases, and clauses in forming it; the complex sentence, uses of words, phrases, and clauses in forming it, with special emphasis upon the connectives in the complex sentence. 8:00—Miss Swihart—B 17.

3. **Parts of Speech.**—The infinitive and the participle, properties of words, syntax. 9:00—Miss Swihart—B 17.

4. **Description and Narration.**—The work deals with the discourse forms of description and narration and gives instruction in the theory and the practice of English composition. The theory of composition is taught by recitations based upon Baldwin's College Manual of Rhetoric, supplemented by the best texts in our tolerably complete text-book reference library, and by oral and written exercises. The practice is obtained in the writing of daily themes, some of which are written in the class room, on topics announced after the class has assembled; and in the writing of longer themes prepared fortnightly.

The daily and long themes are carefully criticized by the teacher and returned to the student, most of them to be rewritten. Regular consultation hours are appointed and each student is required, at frequent intervals, to discuss his work with his teacher.

A good deal of reading is required in this course aside from text-books. The short stories of Hawthorne, Poe, Dickens, Kipling, Stevenson, together with the descriptions from some of these and from Thackeray and Irving are made use of in the course.

Students are not eligible to this course until the required work of the first three courses has been completed.

Two sections—9:00—10:00—Mr. Clippinger—B 7.

5. **Exposition.**—The practical work of this course consists mainly in writing exposition and illustrates the work which may be required of high school students. The elements and the qualities of style are discussed and illustrated from standard authors.

The short daily themes and the longer weekly themes are care-

fully criticized. Explanations and comments upon these criticisms will receive much emphasis in class conferences, since the heavy work for the teacher of composition lies in marking the written work of pupils and helping them to correct their errors. This course has been planned especially to meet the needs of teachers of composition. 8:00—Mr. Wisely—B 6.

7. **The Oration.**—The purpose of the course is to study carefully, by lectures, class-room work, and writing, the forms of public address; to provide opportunity for the practice of the element of persuasion, discussed in course 6, and to emphasize the importance of style in public discourse.

Each student will write at least five addresses of about 1,000 words each. In the selection of topics and in the treatment of them students will be allowed considerable freedom, but they will be required to select such topics as will give them practice in the eulogy, platform or commemorative address, commencement address, after-dinner speech, etc.

In the way of models for study in this course, the students have access to Reed's Modern Eloquence, Warner's Library of the World's Best Literature, etc. 7:00—Mr. Wisely—B 6.

9. **Rhetoric.**—Analyses of literary masterpieces.

11:00—Mr. Clippinger—B 7.

MATHEMATICS

1. **Teachers' Course in Arithmetic.**—Topics: Definitions and expression of number, the fundamental operations, fractions, English and French systems of weights and measures, ratio, proportion, and involution and evolution. Arithmetic and Algebra co-ordinated. 7:00—Mr. Baxter—B 9.

2. **Teachers' Course in Arithmetic.**—Topics: Percentage and its application and mensuration. Arithmetic and Geometry co-ordinated. 9:00—Mr. Kelso—C 2.

5. **Elementary Algebra III.**—Laws of exponential operation, irrational numbers, imaginaries, and quadratic equations.

11:00—Mr. Higgins—B 34.

7. **Plane Geometry II.**—Proportions, pencils of lines, parallels and anti-parallels, similar figures, partition of the perigon, mensuration and constructions. 10:00—Mr. Kelso—C 2.

9. **College Algebra I.**—The usual topics of college algebra with special emphasis placed on those of more immediate interest and importance. 10:00—Mr. Higgins—B 34.

11. **Trigonometry.**—Functions, formulae, equations and solutions of triangles. 8:00—Mr. Kelso—C 2.

12. **Analytic Geometry I.**—Geometrical conceptions of the point with reference to its co-ordinates (Cartesian and polar). The straight line and its equation. The circle and its equation. A general view of the other conics preparatory to Course 13.

9:00—Mr. Baxter—B 9.

13. **Analytic Geometry II.**—A detailed study of the parabola, the ellipse and the hyperbola, the general equation of the second degree, some of the higher plane curves, and an introduction to Solid Analytic Geometry.

8:00—Mr. Baxter—B 9.

15. **Calculus II.**—Integral Calculus.

9:00—Mr. Higgins—B 34.

LATIN

Of the courses offered below, Latin 10 and 20 are each divided into two parts of six weeks each, which may be taken independently of each other. These courses are especially adapted to the needs of those who have been or are intending to teach in the high school. The two courses correspond very closely to each other during each half of the term, so that students who remain in school only six weeks can make a full credit in closely related work by taking both courses during that time.

The other courses continue through the term, but the work will be so arranged as to make each half a unit as nearly as possible. Any course may be taken by a student which he can pursue with profit, but the head of the department should be consulted on this point, especially by those who are taking up Latin in the Normal School for the first time, and by those who may wish to take more than one course in Latin during the whole or part of the term.

1. **Elements of Latin.**—The declension of nouns and adjectives, pronouns, comparison, the indicative of *sum* and of the first conjugation. Daily Latin and English exercises.

7:00—Mr. Weng—B 37.

2. **Elements of Latin.**—The conjugations and the common uses of the subjunctive, with daily Latin and English exercises.

8:00—Dr. Schlicher—C 7.

4 (5). **Nepos.**—A number of the biographies will be translated, with supplementary exercises in grammar and composition.

10:00—Mr. Weng—B 37.

7. (8). **Virgil.**—About three books of the Aeneid will be read, and especial attention will be given to careful translation and metrical reading. 9:00—Dr. Schlicher—C 7.

10 (Latin A). **Sallust and Caesar.**—First half: Sallust's conspiracy of Catiline; second half: Caesar's Civil War. Important parts of these authors will be read, the work supplementing in a degree that done in Course 20. Exercises in composition once a week. 9:00—Mr. Weng—B 37.

20 (Latin C). **Cicero's Letters and Tusculan Disputations.**—First half: The letters down to the Civil War; second half: The letters during the last years of Cicero's life, and Book I of the Tusculan Disputations. Special topics connected with the period will be assigned to members of the class. 7:00—Dr. Schlicher—C 7.

GERMAN LANGUAGE AND LITERATURE

1. **German.**—Declensions of nouns, pronouns and adjectives; indicative, simple tenses, active voice; imperative. Mj. 11:00—Miss Cox—B 36.

2. **German.**—Comparison, numerals, complete conjugation in the indicative, active and passive; inseparable and separable compound verbs. (First six weeks.) Easy reading. (Second six weeks. Mj. or M. 10:00—Mr. Mutterer—B 39.

Text: Prokosch's Introduction to German.

4. **German.**—Easy reading: Stories and comedies. Mj. or M. 9:00—Miss Cox—B 36.

(This course may be taken for Course 5 by doing assigned extra reading.)

6b. **German.**—Elementary scientific reading: Translation course. Mj. or M. 7:00—Mr. Mutterer—B 36.

8. **German.**—Lessing. Life and works. Reading: first 6 weeks Life of Lessing, *Emelia Gallotti*; second 6 weeks: *Minna Von Barnhelm* and *Nathan der Weise*. Collateral reading. Mj. or M. 10:00—Miss Cox—B 36.

15b. **German.**—Modern Drama. Dramatists: Franz Grillparzer and Otto Ludwig. Life and works. Reading in class first 6 weeks Grillparzer's *Die Ahnfrau* and *des Meeres und der Liebe Wellen*; second 6 weeks Otto Ludwig's *Der Erbförster* and *die Makabäer*. Collateral reading. Mj. or M. 8:00—Mr. Mutterer—B 36.

All these courses, excepting German 1, are so arranged that they may be taken as Minors (M) or Majors (Mj); i. e., the work is a unit as a six weeks' course, or as a twelve weeks' course: *M.* 6 weeks; *Mj.* 12 weeks' course.

EUROPEAN HISTORY

10. **Political Economy.**—A study of theoretical economics under such headings as Consumption of Wealth, Value and Price, Production, Land, Labor, Capital, etc. Such practical questions as the Tariff Question, the Labor Movement, and Monopolies receive considerable attention. 7:00—Mr. Bogardus—B 3.

11. **French Revolution and the Napoleonic Period.**—This study extends from 1789 to 1815. The economic and social causes of the Revolution are studied, its course traced and its outcome in the establishment of the Napoleonic empire is explained. 8:00—Mr. Bogardus—B 3.

14. **General History B.**—This course is a study of Greek history with an introductory study of the Oriental nations. It is of high school grade and is intended only for such students as are making up high-school work in history. 9:00—Mr. Lynch—C 3.

5. **English History B.**—This course covers the period 1509 to 1815. Principal topics: Growth of power of Parliament and the Industrial Revolution. 10:00—Mr. Bogardus—B 3.

2. **Roman History.**—A general survey of Roman history from the traditional period to the fall of the Empire in the West. Special attention to the economic questions of the later Republic, provincial administration, and organization of the Empire. 11:00—Mr. Lynch—C 3.

ZOOLOGY AND NATURE STUDY

3. **Batrachians, Birds and Mammals.**—Besides the dissection of the types of each group, special attention is given to systematic and ecological relationships, and students are expected to familiarize themselves with the common batrachians, reptiles, birds and mammals of the region. There will be frequent field lessons. The work may be taken in minor units. This work will substitute for nature study. 10:00—Mr. Cox—A11, A14.

BOTANY.

2. **Mosses and Ferns.**—In addition to a careful study of the structure of the leading types, students learn to identify the com-

mon forms. Frequent field excursions will be made. The work will be divided as follows: First minor, Mosses, second minor, Ferns. 9:00—Mr. Cox—A11, 14.

4. **Physiological Botany.**—This is chiefly a laboratory course but it is supplemented by frequent lectures and library work. Open to students who have had some work in Botany. The work may be taken in minor units. 11:00—Mr. Cox—A 16.

7. **Forestry.**—This is a general course with special emphasis on forestry. A careful study is made of the trees in this locality with collections of leaves, fruits, etc., and this is followed by a discussion of forestry in general. First minor, special tree study, second minor general forestry. 10:00—Mr. Woodrow—A11, A14.

MANUAL TRAINING AND DOMESTIC SCIENCE

1A. **Elementary Manual Training.**—This course is especially adapted to the needs of teachers of the lower grades. It includes practical work in paper, clay modeling, weaving, cord work, crocheting, knitting, coarse needle work and basketry. The industrial phase of each process is taught. 8:00—Miss Rhyan—1 T. S.

2. **Wood-work.**—This is a beginning course in benchwork in wood and mechanical drawing, and aims primarily to give a training in the technical processes as a basis for teaching in the seventh and eighth grades. Instruction is given in the use, construction and care of tools. A study is made of the growth of woods, their qualities and structure. Students are expected to design models and work out projects to meet certain conditions. Working drawings are made for a large part of the course, and the reading of drawings is an important feature throughout. 8:00—Mr. Laubach—2 T. S.

3. **Wood-work.**—This course carries on the work of the preceding course in an effort to give a more thorough training in woodworking as a basis for teaching in the upper grammar grades. Special attention is given to the consideration of courses suitable for these grades. 9:00—Mr. Laubach—2 T. S.

4. **Wood-working for Secondary Schools.**—The work in this course is more advanced work and aims to prepare for the teaching of wood-working in the secondary school. It deals largely with joinery and is governed in its arrangements by the difficulty of tool operations. A practical application of joinery is made in constructing furniture. A part of the time during this course is

given to lectures on the history of manual training and to discussion of some educational phases of the work. Problems relating to the organization of manual training, equipments and costs are discussed. In courses 2, 3 and 4 considerable attention is given to methods of finishing and to simple means of decoration.

9:00—Mr. Laubach—2 T. S.

WOOD-TURNING.

5. **Wood-turning.**—This course deals with various methods of turning in soft and hard woods. 10:00—Mr. Laubach—3 T. S.

6. **Pattern-making.**—This course covers fundamental principles and processes involved in pattern-making. It includes enough foundry practice to demonstrate some of the principles of pattern-making. 10:00—Mr. Laubach—3 T. S.

SEWING.

1. **Sewing.**—This course deals with hand processes used in development of seams, bands, gussets, plackets, patches, darns, art needle work, etc. The standard textile fibres are considered as to development, characteristics, uses and tests.

10:00—Miss Rhyan—A 2.

2. **Sewing.**—In this advanced course students draft, develop patterns, model and study lines of the garment. They make a suit of undergarments, tailored waist and skirt. Standard materials are studied, emphasis being placed upon characteristics and adaptation to use.

9:00—Miss Rhyan—A 1.

MECHANICAL DRAWING.

1. **Mechanical Drawing.**—This course is devoted chiefly to the principles and practice of working drawings and serves as an introduction to the subject. It covers the fundamentals of what should be taught in the upper grammar grades and lower high school grades, involving lettering, care and use of instruments, elementary geometrical construction, orthographic projections, development of surfaces, isometric and cabinet projections.

11:00—Mr. Laubach—4 T. S.

2. **Machine Drawing.**—This is a practical course in machine drawing considered with special reference to the needs of high school work. It includes the development of helix and application in V and square threads; conventional threads, bolt and nut; the making of freehand working sketches of machine parts; detailed drawings; assembled drawings; tracings and blue prints.

11:00—Mr. Laubach—4 T. S.

PUBLIC SPEAKING AND READING

1. **Reading and Literature.**—This course makes a study of the fundamental elements of conversational tones and their relation to mental action, viz., phrasing, subordination, pitch, pause, inflection, stress, tone-color and movement. This theory is constantly applied to the literature to be read. Constant attention, also, is paid to phonics and correct articulation.

9:00—Mr. Bacon—B 11.

2. **Reading and Literature.**—This course is a counterpart to 1, and deals with emotional reaction. The spirit underlying each piece is studied. The imaginative and emotional elements are discovered. The effort centers in giving proper expression to the wide range of emotional subtleties.

7:00—Miss Johnson—Lit. Room.

3. **Myths, Legends, and Folk-lore.**—The aim and purpose of this course is to acquaint the students with a body of knowledge usable in the grades and high schools, in history work, literature and mythology. Also to give daily oral drill in telling and interpreting the same. The course is organized with two special ends in view. History in the lower grades has direct reference to myths and folk-lore, and the interpretation of these myths is the business of the course. Again modern literature has continual recourse to mythology, which if known adds much to the pleasure of its study. The course begins with the Aryan myths and develops them through Greek, Northern and Medieval Mythology into modern times, thus giving unity to the vast body of folk-lore to which this age is heir.

8:00—Mr. Bacon—B 11.

3. **Public Speaking.**—This course will be made up of two units of work. During the first six weeks, daily drill will be offered in Oratory. The student will be carried through one element of delivery at a time, constantly preparing talks, speeches, orations, with the view of putting into practice some definite principle of construction or of delivery. During the last six weeks the theory of delivery will be still further advanced, but the subjects of the talks and orations will be confined to current events, so that a body of organized knowledge which makes for culture will be obtained. By current events we mean happenings whose roots strike into the past and whose influence reaches into the future. Students can take the full twelve weeks; or take either half and receive a half credit.

11:00—Mr. Bacon—B 11.

PHYSICAL EDUCATION

The true end of physical training is not simply an athlete—a professional type of personality—but a well-developed, thoroughly prepared man or woman; hence, systematic work should be taken by all students. The aim is to develop individual efficiency and to maintain health.

Graded calisthenics, marching, apparatus work and games form the basis of class work in the gymnasium.

Calisthenic drill work consists of free-hand, wand, dumb-bell, and Indian club exercises. Graded apparatus work forms part of the regular class period, using the buck, horse, parallel bars, horizontal bar, ladder, rings, and mat work or tumbling. Advanced gymnastics are also given in addition to fencing and wrestling.

As competitive athletics are everywhere recognized as being essential, and conducive to loyalty and school spirit in its best sense, Normal basket-ball, base-ball and track teams will receive regular and systematic coaching. Swimming is also taught during the summer terms.

Parsons Athletic Field is equipped with baseball diamond, running track and tennis courts. Physical examinations and tests are given to determine the character and amount of corrective work needed. The two gymnasiums are equipped with modern appliances and apparatus for developing and training the body. Lectures are given on personal hygiene and physical defects common to school children. Two terms in this department are required, for which one credit is given. The Athletic Association is active, and both men and women are eligible to membership. Inter-class games are also held during the year in addition to those regularly scheduled for representative teams.

CLASSES FOR MEN:

Course 1, 8:00; Course 2, 9:00; Course 3, 10:00. Swimming is given during this quarter or a part of Course 3. Students desiring the use of tennis courts at regular hours may secure cards at the gymnasium office.

Mr. Wiggins.

CLASSES FOR WOMEN:

Course 1.—The aim of this course is to lessen the high nervous tension and self-consciousness of students and to develop their co-ordination and power of quick judgment and action. The course consists of free standing gymnastics, graded apparatus work and games, including basket-ball.

8:00—Miss Bailey.

Course 2.—This course is a progression from first term work including also club swinging and folk-dancing. Open to students who have taken Course 1. 9:00—Miss Bailey.

Course 3.—This is a continuation of Courses 1 and 2 for one-half the work; swimming is given for the other half. Open to students who have had 1 and 2. 10:00—Miss Bailey.

All classes meet twice a week. Wednesday is left open for outdoor basket-ball or cross country walks when the weather permits; otherwise indoor basket-ball. The gymnastic suit for women consists of bloomers of navy blue serge and white "middy" blouse with blue collar.

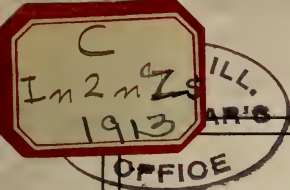
MUSIC

1. **Teachers' Graded Course in Public School Music.**—Topics: Rudiments of music arranged in logical order; study of rhythm, elementary ear-training; sight reading preparatory to teaching in the grades. Book used, Eleanor Smith's Common School Music Book of Modern Series. 8:00—Miss Botsford—D 9.

2. **Sight-singing, Rhythm and Ear-Training.**—Continued. 9:00—Miss Botsford—D 9.

3. **Advanced Sight-reading and Ear-training.**—Book is chosen to fit the needs of the class.

5. **History of Music.**—Open to all students, whether they have taken any of the preceding courses or not. It may not be substituted for Course 1. 10:00—Miss Botsford—D 9.



INDIANA

State Normal School Bulletin

VOL. VI

APRIL, 1913

No. 3

ANNOUNCEMENTS

SUMMER QUARTER

JUNE 16—SEPTEMBER 5

1913

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INDIANA STATE NORMAL SCHOOL.

CALENDAR FOR 1912-1913

FALL QUARTER

Registration, Monday, September 30, 1912.
Class work begins Tuesday, 8:00 a. m., October 1.
Quarter ends Friday, December 20.

WINTER QUARTER

Registration, Monday, December 30, 1912.
Class work begins Tuesday, 8:00 a. m., December 31.
Quarter ends Friday, March 21, 1913.

SPRING QUARTER—First Term

Registration, Monday, March 24, 1913.
Class work begins Tuesday, 8:00 a. m., March 25.
Annual Commencement, 9:30 a. m., Friday, June 13.

SPRING QUARTER—Second Term

Registration, Monday, April 21, 1913.
Class work begins Tuesday, 8:00 a. m., April 22.
Term ends Friday, July 11.

SPRING QUARTER—Third Term

Registration, Monday, May 19, 1913.
Class work begins Tuesday, 8:00 a. m., May 20.
Term ends Friday, August 8.

SUMMER QUARTER

Registration, Monday, June 16, 1913.
Class work begins Tuesday, 7:00 a. m., June 17.
Quarter ends Friday, September 5.

STANDING COMMITTEES

CLASSIFICATION OF NEW STUDENTS—Professors Stalker, Rose M. Cox, Bean and Miller.

CLASSIFICATION OF OLD STUDENTS—Professors Mutterer, Weng, Moran and Donaghy.

CLASSIFICATION OF COLLEGE STUDENTS—Professors Bogardus, Schlicher and Higgins.

RECITATION AND EXAMINATION PROGRAMS—Professors Rettger, Bogardus and Clippinger.

COMMENCEMENT AND SENIOR CLASS—Professors Gillum, Higgins and Botsford.

SPECIAL, IRREGULAR AND DELINQUENT STUDENTS AND EXTRA STUDIES—Professors Wisely, Kemp and Bruce.

LIBRARY—Professors Cunningham, Schlicher, Kemp and Bacon.

DISCIPLINE—Professors Parsons, Sandison, Kemp, Wisely, Gillum and Dean Schweitzer.

GRADUATION—Professors U. O. Cox, Lynch, Bogardus, Moran and Charman.

HEALTH OF STUDENTS (Men)—Professors Westphal, Dryer and Rettger.

HEALTH OF STUDENTS (Women)—Professors Bailey, Rose M. Cox and Dean Schweitzer.

ADVANCED STANDING—Professors Curry, Baxter and Clippinger.

ATHLETICS—Professors Westphal, Gillum, Turman, Laubach and Higgins.

ENTERTAINMENT AND STUDENT SOCIAL AFFAIRS—Professors Kelso, Weng, Moran, Bacon and Dean Schweitzer.

APPOINTMENTS—Professors Charman, Parsons, Sandison and Rettger.

AUDITING COMMITTEE—Professors Baxter, Kelso and Cunningham.

COMMENCEMENT PROGRAMS, INVITATIONS, ETC.—Professors Rettger, Curry and Wisely.

CATALOGUES, BULLETINS, ETC.—Professors Stalker, Curry and Sandison.

ADVISORY COMMITTEE Y. M. AND Y. W. C. A.—Professors McBeth, Baxter, Turman and Bailey.

FACULTY

WILLIAM WOOD PARSONS, President, and Professor of Philosophy of Education,	660 Poplar St.
HOWARD SANDISON, Vice-President, and Professor of Psychology,	404 No. 6½ St.
ELLWOOD WADSWORTH KEMP, Professor of United States History and Civil Government,	626 Deming St.
ALBERT ROSS CHARMAN, Professor of Observation, Methods and Practice,	731 S. Seventh St.
ROBERT GREENE GILLUM, Professor of Physics and Chemistry,	63 Gilbert Ave.
LOUIS JOHN RETTGER, Professor of Physiology,	31 Gilbert Ave.
ARTHUR CUNNINGHAM, Librarian and Professor of Library Science,	626 Walnut St.
CHARLES MADISON CURREY, Professor of Literature,	1004 Sixth Ave.
FRANCIS MARION STALKER, Professor of History of Education,	914 S. Fifth St.
CHARLES REDWAY DRYER, Professor of Geography and Geology,	35 Gilbert Ave.
MARY ELINOR MORAN, Assistant Professor of Literature,	St. Mary's.
WILLIAM THOMAS TURMAN, Professor of Penmanship and Drawing,	1629 S. Fifth St.
JOHN BENJAMIN WISELY, Professor of English,	1247 N. Tenth St.
OSCAR LYNN KELSO, Professor of Mathematics,	700 S. Fifth St.
JOHN JACOB SCHLICHER, Professor of Latin,	1811 N. Eighth St.
WILLIAM ALLEN MCBETH, Assistant Professor of Geography and Geology,	1905 N. Eighth St.
FRANK RAWDON HIGGINS, Assistant Professor of Mathematics,	1719 N. Ninth St.
ROSE MARIAN COX, Assistant Professor of German,	659 Mulberry St.
FREDERICK GILBERT MUTTERER, Professor of German,	667 Oak St.
FREDERICK HENRY WENG, Assistant Professor of Latin,	816 Third Ave.
ERLE ELSWORTH CLIPPINGER, Assistant Professor of English,	1501 S. 6½ St.
FRANK SMITH BOGARDUS, Professor of European History,	2312 N. Tenth St.
CHARLES HOMER BEAN, Assistant Professor of Psychology,	202 Kent Ave.
ULYSSES ORANGE COX, Professor of Zoology and Botany,	433 Washington Ave.
EDWIN MORRIS BRUCE, Assistant Professor of Physics and Chemistry,	2401 N. Ninth St.
MERIT LEES LAUBACH, Professor of Manual Training and Domestic Art,	636 S. Seventh St.
JAMES HARVEY BAXTER, Assistant Professor of Mathematics,	500 N. Seventh St.

WILLIAM ORLANDO LYNCH, Assistant Professor of History,	1603 N. Seventh St.
*ROSCOE RAYMOND HYDE, Assistant Professor of Physiology, and Zoology and Botany,	
CHARLES BALDWIN BACON, Professor of Public Speaking and Reading,	728 S. Sixth St.
EDITH A. BAILEY, Professor of Physical Training (Women),	907 S. Seventh St.
CHARLOTTE BERTHA SCHWEITZER, Dean of Women,	502 N. 6½ St.
IVAN RUYAN, Assistant Professor of Manual Training and Domestic Art,	2206 N. Eleventh St.
JULIA GLADYS BOTSFORD, Professor of Music,	533 S. Fifth St.
FREDERICK DONAGHY, Acting Assistant Professor of Physiology, and Zoology and Botany,	1010 N. Seventh St.
A. F. WESTPHAL, Professor of Physical Training (Men),	1625 S. 6½ St.
VICTOR C. MILLER, Assistant Professor of English,	1010 N. Seventh St.
ELIZABETH CRAWFORD, Principal and Teacher of English, Training School,	1532 S. 6½ St.
WALTER H. WOODROW, Teacher of Science, Training School,	1505 S. Eleventh St.
MABEL BONSALE, Assistant Principal and Teacher of Mathematics, Training School,	417 B., S. 6½ St.
CAROLINE SCHUCH, Teacher of German, Training School,	435 N. Sixth St.
MINNIE WEYL, Teacher of History, Training School,	417 B., S. 6½ St.
HOWARD W. BYRN, Teacher of Latin, Training School,	1410 S. Sixth St.
TELULAH ROBINSON, Grades Seven and Eight, Training School,	417 B., S. 6½ St.
ALMA MCCRUM, Grades Five and Six, Training School,	1204 N. Fourth St.
EDITH BADER, Grades Three and Four, Training School,	1126 N. Eighth St.
ALICE M. WOODY, Grades One and Two, Training School,	315 N. Twenty-third St.
ELIZABETH UNDERWOOD, County Training School,	Glenn.
ANNE CLARE KEATING, Assistant Librarian,	S. Seventh, R. R. 4.
MABEL E. MARSHALL, Assistant Librarian,	47 S. Thirteenth St.
HELEN M. CRANE, Assistant Librarian,	900 N. Fifth St.
CARABELLE GREINER, Assistant Librarian,	424 N. 6½ St.

OFFICE FORCE

MINNIE ELIZABETH HILL, Registrar,	412 N. Fifth St.
EMMA AGNES SMITH, Clerk,	634 Oak St.
JESSIE CATHARINE SIGLER, Bookkeeper,	521 N. Fifth St.

*On leave.

GENERAL INFORMATION

LOCATION.—The State Normal School is located at Terre Haute, in the western part of the State, on the main lines of the Pennsylvania and Big Four railroads, and is easily accessible by rail or interurban from any part of the State.

FOR TEACHERS.—The State Normal School is Indiana's institution for the preparation of teachers for the public schools, including the grades and high school. The entire time and attention of the school are devoted to this purpose and only students intending to be teachers are admitted.

FACULTY.—The faculty, numbering something over fifty regular members, is chosen for the express purpose of training teachers for the public schools and directs its entire energy upon this one thing.

DEPARTMENTS.—The several departments offer every phase of work required in the public schools, including grade and high school subjects, supervision and school management, manual training and domestic art. Well-equipped gymnasiums for men and women and convenient athletic grounds furnish ample opportunity for training in every phase of physical culture.

EQUIPMENT.—The school, located in the heart of the city of Terre Haute, has at present four modern, commodious buildings in which to do its work. These buildings have every appliance for good work, and are kept clean and sanitary so that the student may have the best conditions for work at all times. With nearly three thousand different students enrolled in the year just closing the capacity of these buildings has been severely tested and found insufficient for the growing numbers.

LIBRARY.—The school offers excellent library facilities. The splendid new building now has upwards of 60,000 volumes to which the students have easy access.

TRAINING SCHOOLS.—The State Normal School maintains a complete system of training schools, including the eight grades and high school in the city, and a typical rural school in connection with the township schools in the country. All these schools are in charge of skillful, professionally trained teachers.

CONDITIONS OF ADMISSION.—*Legal Requirements:* Sixteen years of age, if women; eighteen, if men. Good health. Satisfactory evidence of undoubted moral character. A pledge that the applicant wishes to enter the school in good faith to prepare to teach, if practicable, in the public schools of Indiana.

Scholastic Requirements: For admission to courses for Classes "A," "B" and "C" the applicant must be a graduate of a commissioned or of a certified non-commissioned high school or must possess scholarship equivalent to that of such graduate. For admission to the Two-Year Course and the College Course the applicant must be a graduate of a commissioned high school or must possess scholarship equivalent to such graduate.

CREDENTIALS.—HIGH SCHOOL GRADUATES MUST PRESENT TO THE COMMITTEE ON REGISTRATION A COMPLETE CERTIFIED RECORD OF THEIR HIGH SCHOOL COURSE. THIS IS FILED IN THE OFFICE AS A PART OF THE STUDENT'S RECORD AND MAKES THE PRESENTATION OF THE DIPLOMA UNNECESSARY. BLANKS FOR THIS PURPOSE MAY BE OBTAINED BY ADDRESSING THE PRESIDENT.

REQUIREMENTS FOR GRADUATION FROM COMMISSIONED HIGH SCHOOLS OF INDIANA.—The State Board of Education on March 15, 1912, adopted the following requirements for graduation from all commissioned high schools of Indiana, to go into effect September 1, 1912:

1. Students must complete not less than sixteen units of high school work. A unit is defined as a year's study of five periods a week for not less than thirty-two weeks, provided that, in schools where a course of not less than nine months is maintained, fifteen units shall be acceptable for graduation.

b. Of these sixteen units (fifteen units when the school year is not less than nine months) eleven shall be obtained in the following subjects:

English, three units.

Foreign Language, two units.

Mathematics, two units.

Natural Science, one unit.

Social Science, including history, one unit.

Two units to be obtained by additional work in one or two of the above subjects.

Five (four when the school year is not less than nine months) additional units to be taken in the above or other subjects as the school authorities may determine.

CREDITS.—The term “credit” is used to denote the successful completion of a course—twelve weeks, five hours a week—in any subject. No credit is given for less than a half quarter.

MINIMUM RESIDENCE REQUIREMENTS FOR GRADUATION.—An actual attendance of three quarters, or thirty-six weeks, is the minimum residence under which any student may graduate.

TIME FOR ENTERING.—For all reasons it is best to be present at the opening of the quarter, but students are admitted at any time in the year. Students should be present on the first day of the quarter. Late entrance, even when absolutely necessary, not only weakens the work of the student so entering but disturbs the work of those who were on time. Moreover, experience has shown that persons entering several days or weeks late and attempting to carry the regular number of studies and make a full term’s credits are usually crippled in their work throughout the term. Hence persons entering three weeks or more after the opening of the term are limited for the term to such number of studies as they can profitably carry. However, it should be observed that the certificate for Class “A” can be issued only upon actual attendance for twelve weeks, and that the certificate for Class “B” can be issued only upon actual attendance for twenty-four weeks. The following paragraphs from the Rules and Regulations of the State Teachers’ Training Board will be of interest to students applying for Class “A” and “B” certificates:

“The twelve weeks’ period shall cover not less than twelve full calendar weeks of actual school work, including necessary days of classification and registration of students, legal holidays and commencement exercises.

“This work must be taken after the legal qualifications are met. It may be taken in two terms of six weeks each, or it may be extended through two or three twelve weeks’ terms.

“Students should enter at the beginning of the term. Late entrance should not be allowed unless the school is prepared to give the student such attention as will insure valuable and continuous work. If these conditions exist, then students may enter at any time, provided no credit is given for less than one-half term’s attendance.

“Students absent not to exceed ten school days within the twelve weeks, and who pass all the examinations and do satisfactory all the scholastic work of the twelve weeks, shall be regarded as fulfilling all the requirements of the law. This provision is not

to be construed as reducing the twelve weeks' term to ten weeks, but is intended to cover simply and only cases of sickness. If emergency cases of absence arise not covered by the rule above, the president of the normal school or college may state the facts to the State superintendent for decision.

"All the work required for Class "A" certificate, or the additional work required for the Class "B" certificate, shall be done in the same institution. No credits shall be given by any accredited institution for less than twelve weeks' work done in any other accredited institution. Credits shall be given for full quarters (twelve weeks) only."

CERTIFICATES, DIPLOMAS AND DEGREES.—Under the law, when students complete the course of study they receive certificates of graduation, not diplomas. "At the expiration of two years after graduation, satisfactory evidence of professional ability to instruct and manage a school having been received, they (graduates) shall be entitled to a diploma appropriate to such professional degrees as the trustees shall confer upon them; which diplomas shall be considered sufficient evidence of qualification to teach in any of the schools of the State."

At the completion of the College Course the certificate and the degree of Bachelor of Arts are given, and the diploma or life license is given after two years of successful teaching.

DEAN OF WOMEN.—To care for the comfort and well-being of the young women, the institution employs a Dean of Women, whose whole time is given to this work. Parents may rest absolutely secure in the knowledge that the Dean keeps in close touch with every young woman in the school and is careful to see that only proper places, under the best conditions, are selected as their homes. A list of desirable rooms and boarding places is kept on file in the office of the Dean, and the young women are expected to confer with the Dean before making definite arrangements as to rooms. Past experience has demonstrated the desirability of requiring the women not to engage rooms where men are rooming. In case of seemingly justifiable exceptions to this rule, the matter should first be acted upon by the Dean before definite arrangements are made. Young women who desire to make arrangements for room and board before coming here can do so by corresponding with the Dean of Women. Indeed, young women will find it greatly to their advantage to make such arrangements before coming. Assistance will be given, as far as possible, to women desiring to find

work to pay part of their expenses. Correspondence relating to the life and interests of the women of the school should be addressed to Miss Charlotte Bertha Schweitzer, Dean of Women.

WORKING FOR EXPENSES.—It is often possible for students to make part of their expenses by doing outside work. The school officials and the Y. M. and Y. W. C. A. will do everything in their power to aid young men and young women in finding suitable places to work.

TUITION AND FEES.—Non-residents of Indiana are charged a tuition fee of twelve dollars per quarter, which must be paid in advance. Residents of Indiana pay no tuition fee whatever, but a library fee of two dollars per quarter of twelve weeks is collected from every student.

COST OF LIVING.—Board, including fuel and light, can be had in good families at \$3.75 to \$4.00 per week, according to the quality of accommodations. There are good facilities for self-boarding and for club-boarding in the city at a cost from \$2.25 to \$2.50 per week. Nearly all the students board in clubs, thus reducing their entire expenses for board and room-rent to \$3.75 to \$4.00 per week for good accommodations. The expenses of many do not exceed \$3.00 per week. The only charge made by the school is a library fee of \$2.00 per quarter of twelve weeks. This applies to Indiana students. Non-residents are charged a tuition fee of \$12.00 per quarter in addition to the library fee. The necessary expenses for a year of thirty-six weeks in the Normal School will not exceed \$200.00, and may be kept under that amount. For fuller information with regard to the school, address President William W. Parsons.

COURSES OF STUDY

The courses of study as offered at present may be stated briefly as follows:

1. **TWELVE WEEKS' COURSE**, to prepare teachers for Class "A," the legal requirements of which are (1) graduation from the commissioned or certified high school, or equivalent scholarship, (2) not less than twelve weeks' work in a professional school for the training of teachers, and (3) a license to teach of not less than twelve months.

2. **TWENTY-FOUR WEEKS' COURSE**, to prepare teachers for Class "B," the legal requirements of which are (1) graduation from the commissioned or certified high school, or equivalent scholarship, (2) not less than twenty-four weeks' work in a professional school for the training of teachers, (3) one year's successful experience in teaching, and (4) a license to teach of not less than twenty-four months.

3. **TWO-YEAR COURSE**, to prepare teachers for district and town schools, the legal requirements of which class are (1) graduation from the commissioned high school, and (2) two years, or seventy-two weeks, in a professional school. Successful completion of this course entitles the student to a certificate which is accepted in lieu of a license to teach in the district or town schools of the State for three years without examination.

4. **THREE-YEAR COURSE**, to prepare teachers for Class "C," the legal requirements of which are (1) graduation from the commissioned or certified non-commissioned high school, or equivalent scholarship, (2) graduation from a professional school for the training of teachers in the course covering three years or one hundred eight weeks, (3) three years' successful experience in teaching, and (4) a three-year license or its equivalent. Completion of this course in the State Normal School and two years of successful experience entitle the student to a diploma which is a Life State License in Indiana.

5. **FOUR-YEAR COLLEGE OR ADVANCED COURSE**, to prepare teachers for high schools, academies and advanced positions in school work. The conditions of admission to this course are those re-

quired by standard colleges of the Middle West, or graduation from the commissioned high school. Completion of this course entitles the student to the degree of Bachelor of Arts, and, after two years of successful experience, to a diploma which is a Life State License in Indiana.

6. COURSE FOR COLLEGE GRADUATES, a course of thirty-six weeks, open to graduates of standard colleges, and carrying with its completion and two years of successful experience the diploma which is a Life State License in Indiana.

7. THE OLD FOUR-YEAR COURSE, which required fifty credits for graduation. Students who entered upon this course may complete it by fulfilling the requirements at the time they entered or they may adjust themselves to the new courses and their conditions. High school graduates who entered the old four-year course were given fourteen credits. Of the *thirty-six* credits necessary for graduation, *fifteen* in common branches, *nine, seven or eight*, according to time of entrance, in professional subjects, and *one* in composition were required. The remaining subjects were elective. The fifteen credits required in common branches were distributed as follows: *Three* each in geography and grammar; *two* each in arithmetic, reading, history and physiology; and *one* in writing. Previous to the Fall Term of 1904, *nine* professional subjects were required; between the Fall Term of 1904 and the Summer Term of 1906, *seven* professional subjects were required; beginning with the Summer Term, 1906, *eight* professional subjects were required. With these facts in mind consultation of the subjects required in the new course will readily reveal the changes necessary for adjustment to present conditions.

REQUIREMENTS OF COURSES OF STUDY

1. TWELVE WEEKS' COURSE.

For certificate to Class "A" four credits are required:

- (a) One subject chosen from the following: Psychology, Methods. History of Education, Observation, Child Study—one credit.
- (b) One common school subject—one credit.
- (c) One advanced subject—one credit.
- (d) One subject elected from common school or advanced subjects—one credit.

2. TWENTY-FOUR WEEKS' COURSE.

For certificate to Class "B" eight credits are required:

(a) First term of twelve weeks, four subjects as stated above in the Twelve Weeks' Course—four credits.

(b) Second term of twelve weeks, four subjects chosen under the same regulations and from the same subjects as in the Course of Class "A," with no duplication of work done in that course—four credits.

3. TWO-YEAR COURSE—SEVENTY-TWO WEEKS.

Twenty-five credits required for certificate which entitles the holder to teach in district and town schools for three years without examination.

Psychology—two credits.

History of Education—one credit.

Methods—one credit.

Practice—two credits.

Arithmetic—two credits.

Grammar—two credits.

Composition—one credit.

Reading—two credits.

Geography 3 and 4—two credits.

History, two credits in American History; or, two credits in European History; or, one credit each in American and European History—two credits.

Physiology—two credits.

Music—one credit.

Drawing—one credit.

Manual Training and Domestic Science—one credit.

Pennmanship—one credit.

Physical Training, twenty-four weeks—one credit.

Elective—one credit.

4. THREE-YEAR COURSE—ONE HUNDRED EIGHT WEEKS.

Thirty-eight credits required for certificate which makes the holder eligible to Class "C," and after two years of successful experience entitles him to a diploma which is a Life State License in Indiana.

Psychology—three credits.

History of Education—two credits.

Methods—one credit.

Practice—two credits.

Arithmetic—two credits.

Grammar—two credits.

Composition—one credit.

History, two credits in American History; or, two credits in European History; or, one credit each in American and European History—two credits.

Physiology—two credits.

Reading—two credits.

Geography 3 and 4—two credits.

Nature Study—one credit.

Drawing—one credit.

Manual Training and Domestic Science—one credit.

Music—one credit.

Penmanship—one credit.

Physical Training, twenty-four weeks—one credit.

Electives—eleven credits. With the exception of the courses mentioned here as required, the electives may be chosen from any courses offered by the several departments of the school.

5. FOUR-YEAR COLLEGE COURSE—ONE HUNDRED FORTY-FOUR WEEKS.

Thirty-eight credits in college work, in addition to entrance requirements, entitle the student to the degree of Bachelor of Arts, and to a certificate which after two years of successful experience becomes a Life State License in Indiana.

Professional subjects—nine credits.

Science—three credits.

Latin or German—five credits.

English Literature and Composition—two credits.

European or American History—two credits.

Physical Training—two credits.

Electives—fifteen credits.

Each student in this course must choose some one line of work for his major subject, in which he must make not fewer than nine credits before graduation. With the consent of the head of the department in which the major work is done, other work closely allied to the major work may be substituted for a part of it, not to exceed three terms in all. In choosing the elective subjects the student should consult the head of the department in which he is doing his major work. Of the professional work required for graduation one term of observation and practice shall be in connection with the major subject. Students who elect literature or English as their major subject must have a minimum of three credits in literature and in composition.

REQUIREMENTS FOR COLLEGE COURSE STUDENTS FOR CLASS "A" AND
CLASS "B" CERTIFICATES.

For Class "A" certificates, three credits, two of which must be in strictly professional subjects. For Class "B" certificates, six credits, four of which must be in strictly professional subjects with no duplication of work.

6. COURSE FOR COLLEGE GRADUATES—ONE YEAR—THIRTY-SIX
WEEKS.

Twelve credits (one year's work in residence) are necessary for graduation from this course. Eight professional credits are required as follows: Three in Psychology, two in Methods, two in Practice, and one in History of Education. The four remaining credits may be elected from other professional subjects or from academic subjects. Students completing this course are entitled to the certificate and after two years of successful experience to the diploma, which is a Life State License in Indiana.

COURSES OFFERED DURING THE SUMMER QUARTER,
JUNE 16 TO SEPTEMBER 5, 1913

EDUCATIONAL PSYCHOLOGY

1. **Psychology.**—This is the first of a series of three courses. It leads the student into a general survey of the entire field of educational psychology, and then into the more detailed study of attention, and interest, sensation, perception and fatigue. A part of the work is in the form of laboratory experiments. The student also becomes acquainted with the general nature of the self. He learns the characteristic that unifies the self with the subject-matter in all other branches of study. He then is made aware of the characteristic which distinguishes the subject-matter of Psychology from that of other subjects. He is led also to understand the main group of important attributes belonging to the mind. Following this, he makes an investigation of the law of the self. He then gives a brief study to feeling, willing and knowing, and considers the law of the self as manifested in these special capacities. This prepares him to consider the relation of these truths to teaching.

Two sections—8:00—10:00—Dr. Bean—D 2.

2. **Psychology.**—In Psychology 2, the student concentrates his attention upon feeling, willing and knowing. He studies

the full process in feeling and in willing and those stages of knowing in which one becomes conscious of the particular. This includes an investigation of sensing, sense-perception, remembering, imagining, and the language activity. The manifestation of the law of the self in each of these forms of knowing is considered, and their relation to teaching is shown. 10:00—Mr. Sandison—B 2.

3. **Psychology.**—In Psychology 3, attention is given to the process of thinking, or the activity in which the general is known. Thinking is shown to be an activity in which one becomes conscious, not of particular objects, but of relations in particular objects, and relations are always general. The term's work includes a consideration of understanding, conceiving, judging, reasoning inductively, reasoning deductively, and intuition or insight. Each of these is considered in the relation to the law of consciousness or the self, and its bearing upon education is studied.

9:00—Mr. Sandison—B 2.

13. **Social Psychology.**—This subject is a study of the phases of a person's mind that are due to his association with other people. Its value in a school for teachers is to show the possible uses that can be made of the social groups of the school room and playground and of the biographies of men and history of man's relations to man, and of the arts, literature and other products of coöperation, in the training of children for membership in society. The whole subject is covered in one term. It may be elected by any student who has completed one term of psychology.

11:00—Dr. Bean—D 2.

AMERICAN HISTORY

1. **American History to 1789.**—In this course the European origin of American institutions, the colonial policies of European states in the new world, the colonial development during the seventeenth and eighteenth centuries, the struggle for colonial supremacy, the Revolutionary War, and the making of the Constitution are considered. Text: Thwaites, *The Colonies*.

8:00—Mr. Kemp—C 10.

2. **History of the United States from 1789-1860.**—Some of the chief points in this course are: The organization of the Federal Government, the relations of the United States with European powers during the period of the French Revolution and the Napoleonic wars, westward expansion, the Monroe Doctrine, the growth of sectionalism and its final culmination in the Civil War.

The use of great historical documents and other original material is increasingly made in this course. Continuous use is made of the Declaration of Independence, the Articles of Confederation, the Ordinance of 1787, and the Constitution of the United States. Text: Hart, Formation of the Union. 10:00—Mr. Lynch—C 3.

3. **History of the United States, 1860-1911.**—In this course special attention is given to the underlying causes of the Civil War, to political and industrial development during the war, to reconstruction, and to the political, social, and economic growth of the American nation into one of the leading world powers. Text: Wilson, Division and Reunion. 11:00—Mr. Kemp—C 10.

4. **American Government and Politics.**—This course consists in a study of the actual systems of government in America, especially federal, state and city, as those have developed in American life. This subject will be found especially helpful for students preparing to teach civics. Text: Bryce, American Commonwealth. 7:00—Mr. Lynch—C 3.

METHODS, OBSERVATION AND PRACTICE

1. **Observation.**—This course deals with the school in the concrete. Part of the time is given to the observation of work in the Training Schools and part of the time is given to the discussion of the exercises observed. Attention is given to the essential elements in a lesson in general and in the lessons observed. Topics such as Opening Exercises, Discipline, Sanitation, Playgrounds, etc., are considered in general and in particular through the observation in the schools. 10:00—Mr. Charman—B 1.

2. **Methods.**—This course consists of the general theory of Method and its application to certain branches of study and to the lesson. 9:00—Mr. Charman—B 1.

4. **Problems of the School.**—The discussion of problems involved in the work of the school such as, The Adjustment of the Course of Study, Principles of Discipline, General Principles of Teaching, etc., will be given. Along with the class discussion references to the best current literature in connection with each topic will be given and considered.

NOTE.—This course is offered instead of Practice II for such persons as have had several years of experience in teaching. Students should not take this course without consulting the head of department.

PHYSICS AND CHEMISTRY

PHYSICS.

1. **Mechanics.**—(1) Matter and its divisions, properties and conditions. (2) Motion and force, work and energy, gravitation, falling bodies, the pendulum, simple machines, hydrostatics and pneumatics. This course should be taken first by students who have never had work in physics. 10:00—Mr. Gillum—C 31.

3. **Electricity.**—Electricity and magnetism, static and current electricity, magnetism, electric generators, electro-magnetic induction, electrical measurements, and some of the more important applications of electricity. All points in the class work are fully illustrated by experiment. The laboratory work in general physics is all quantitative work, and the time of each course for the first year is divided about equally between the recitation and the laboratory work. 8:00—Mr. Gillum—C 31.

6. **Advanced Physics (3).**—Electricity and magnetism. Attention is given to the history of electrical theories and electrical discoveries. This course may follow 1, 2, and 3, and should follow trigonometry. 11:00—Mr. Gillum—C 31.

CHEMISTRY.

1. **General Inorganic Chemistry.**—This course comprises a systematic study of the more elementary principles and the properties of a few of the common non-metallic elements and their compounds. In this course, as in 2 and 3, the work is arranged to meet the needs of the grade or general teacher, as well as that of the special teacher of chemistry. The intention in the first year's work is to enable the student to understand the chemistry of common life and the chemical side of other lines of work. There is daily recitation and laboratory work, a note-book being kept of the experiments. 9:00—Mr. Bruce—C 31.

2. **General Inorganic Chemistry.**—This is a continuation of course 1 and is more particularly a study of the common metals. Considerable library reading is done in studying the various industrial processes in preparing the important metals for the market. A careful study is here made of their reactions upon which qualitative analysis is based. When time permits, the more common organic compounds are studied. 10:00—Mr. Bruce—C 31.

3. **Qualitative Analysis.**—This is a laboratory course supplemented by individual instruction. A study of the principles and

operations involved, and practice in identifying the common metals and acids is the primary purpose of this course.

11:00—Mr. Bruce—C 31.

4. **Qualitative Analysis.**—This also is a laboratory course. It is an application of the processes worked out in course 3. Several minerals are analyzed, work is done in detecting the common food adulterants, in determining the purity of chemicals, and in detecting the common non-metallic elements like carbon, hydrogen, nitrogen, sulphur and the halogens and in the analysis of drinking water, coal, soils, etc. Open to students having had courses 1, 2, and 3.

11:00—Mr. Bruce—Laboratory.

PHYSIOLOGY

1. **Hygiene and the Public Health.**—The work of this course deals with the fundamental facts of Immunology and Sanitation. The physiological factors involved in natural resistance to disease and in acquired immunity are studied in the light of the modern conceptions of Immunology and Bacteriology. Two periods per week are spent in the laboratory, in the microscopic study of a few types of bacteria. Simple plate cultures are made under varying experimental conditions to illustrate the nature of the growth and distribution of bacteria. A number of the more important diseases are studied in detail, showing their causes, the organisms involved, and the means for their cure or prevention. Practical instruction is given in the use of disinfectants as required for the more usual emergencies. It is the purpose of the course in short, to present the scientific knowledge, which every person should have, to act intelligently and effectively in all efforts to promote the individual and the public health.

8:00—Dr. Rettger—C 34.

2. **The Physiology of Digestion and Nutrition.**—The purpose of this course is to present the modern conception of the digestion and assimilation of the foods and the reflex and nervous control of the digestive organs. The laboratory work consists of the execution of about one hundred experiments showing the chemical and physical processes involved in digestion. The preparation of about twenty-five microscopic slides showing the histological structure of the digestive organs is intended to furnish the proper anatomical background for the understanding of the physiological processes concerned.

10:00—Mr. Donaghy—C 34.

3. **The Elements of Neurology.**—This course includes a study of the nervous system and the special senses. The anatomy and histology of these organs are made the basis of the laboratory work.

The course is planned for such students as desire a more critical study of the physiology of the nervous system and special senses, as a proper introduction to psychology and pedagogy. The emphasis is therefore laid upon the contributions of neurology to psychology and pedagogy.

9:00—Dr. Rettger—C 36.
4. **Advanced Physiology.**— 11:00—Dr. Rettger—C 34.

ENGLISH AND AMERICAN LITERATURE

While all of the courses offered in the summer quarter constitute majors, they are so organized that when necessary each may be taken as two consecutive minors; in other words as six-weeks units.

1. **The Development of English Literature.**—An outline course designed to give a general view of the more important authors and periods, and of their relations to each other.

11:00—Mr. Curry—B 12.

2B. **Literary Types.**—An introduction to some of the problems of literary study. A wide range of selections illustrating the various types of prose will be intensively studied.

8:00—Miss Moran—B 16.

8A. **English Prose.**—Selections from the following authors: Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Macaulay, and Matthew Arnold.

9:00—Mr. Curry—B 12.

11. **American Poetry.**—Studies in the works of all the leading American poets, as represented in Page's "Chief American Poets."

10:00—Mr. Curry—B 12.

HISTORY OF EDUCATION

1. **Beginnings in Education.**—The work of the term attempts to get at the real meaning of education in its largest sense, and to apply this notion to certain selected types in the East. Special stress is placed upon the Hebrew people.

9:00—Mr. Stalker—C 1.

4. **Leading School Systems of Europe and America.**—The historical development of the German School System, great German educators and reformers, a comparative study of the German, French, English and American systems, with required investigation of special problems suggest the nature of the work in the course.

8:00—Mr. Stalker—C 1.

10. **Modern Educational Classics.**—A critical, comparative study of a number of the best educational essays and books of recent times.

10:00—Mr. Stalker—C 1.

GEOGRAPHY AND GEOLOGY

COMMON SCHOOL COURSES.

Two terms' work in the outlines of general geography from the teacher's standpoint are open to high school graduates and are required of candidates for the Normal diploma in the two and three-year courses.

3. **Physical and Economic Geography.**—The natural environment of man viewed from an economic standpoint.

8:00 and 1:30—Mr. McBeth—C 8.

4. **Regional Geography.**—The natural provinces of the globe. The land area mapped according to natural divisions, and the resulting provinces grouped under types. The most important province of each type is chosen, in most instances from North America, for intensive study. Other provinces are briefly compared with the type province.

8:00—Dr. Dryer—C 6.

6. **Agricultural Geography.**—This course may be taken in place of Course 3. Special attention is given to soils, weather, crops and domestic animals.

9:00—Mr. McBeth—C 8.

ADVANCED COURSES.

7 and 8. **A Continuation of Course 4.**—About half the term is given to the natural provinces of Europe, the remainder to North America, Asia and the southern continents.

10:00—Dr. Dryer—C 6.

5 and 12. **Physiography and Geology.**—The structure and forms of the land and the processes which have produced them. These courses involve two or three half days of field work each week which may be done in the afternoon and on Saturday.

1:30—Dr. Dryer—C 6.

9. **Economic and Commercial Geography.**—The natural sources of wealth and their utilization by man.

2:30—Mr. McBeth—C 6.

11. **Principles, Problems and Methods of Geography.**—This course deals with the scope, organization and pedagogy of geography and is designed for supervisors and those who wish to make special preparation for teaching geography in the grades.

9:00—Dr. Dryer—C 6.

WRITING AND DRAWING

1. **Writing.**—The work in Writing consists of such practice as is necessary for the acquirement of good positions, movement, and a modern style of business writing. Special attention is given to blackboard work. Plain lettering. 11:00—Mr. Turman—B 33.

1. **Drawing.**—Practice with brush and ink in drawing various subjects in silhouette, in landscape, and design. The handling of water colors is practiced in its application to landscape, still life, and design. Drawing of simple objects with pencil. Easy constructive drawings. 8:00—Mr. Turman—B 35.

4. **Drawing.**—Advanced work in constructive drawing and development of surfaces: perspective—mechanical and freehand—and its application in sketching buildings and landscapes. Pen drawing. Use of colored crayons and charcoal and water colors. Picture composition and Art history. This course is open only to students who have had 1, 2, 3 or equivalents. Outdoor sketching. 9:00—Mr. Turman—B 35.

MATHEMATICS

1. **Teachers' Course in Arithmetic.**—Topics: Definitions and expression of number, the fundamental operations, fractions, English and French systems of weights and measures, ratio, proportion, and involution and evolution. Arithmetic and Algebra co-ordinated. 8:00—Mr. Kelso—C 2.

9:00—Mr. Baxter—B 9.

2. **Teachers' Course in Arithmetic.**—Topics: Percentage and its application and mensuration. Arithmetic and Geometry co-ordinated. 10:00—Mr. Kelso—C 2.

7. **Plane Geometry II.**—Proportions, pencils of lines, parallels and anti-parallels, similar figures, partition of the perigon, mensuration and constructions. 8:00—Mr. Baxter—B 9.

9. **College Algebra I.**—The usual topics of college algebra with special emphasis placed on those of more immediate interest and importance. 10:00—Mr. Higgins—B 34.

10. **College Algebra II.**—Infinite Series, Determinants, and theory of equations. 11:00—Mr. Higgins—B 34.

11. **Trigonometry.**—Functions, formulae, equations and solutions of triangles. 9:00—Mr. Kelso—C 2.

13. **Analytic Geometry II.**—A detailed study of the parabola, the ellipse and the hyperbola, the general equation of the second

degree, some of the higher plane curves, and an introduction to Solid Analytic Geometry. 7:00—Mr. Baxter—B 9.

15. **Calculus II.—Integral Calculus.**

9:00—Mr. Higgins—B 34.

ENGLISH

1. **General View of the English Sentence.**—The thought and its elements, the sentence and its parts, kinds of ideas and classes of words used in expressing them, modifiers, the simple sentence and classes of words used in forming it, their uses and modifiers, and the phrase. Two sections—9:00—Mr. Wisely—B 6;

10:00—Mr. Miller—B 17.

2. **The Compound and the Complex Sentence.**—The clause, the compound sentence, uses of words, phrases, and clauses in forming it; the complex sentence, uses of words, phrases, and clauses in forming it, with special emphasis upon the connectives in the complex sentence. 8:00—Mr. Miller—B 17.

3. **Parts of Speech.**—The infinitive and the participle, properties of words, syntax. 9:00—Mr. Miller—B 17.

4. **Description and Narration.**—The work deals with the discourse forms of description and narration and gives instruction in the theory and the practice of English composition. The theory of composition is taught by recitations based upon Baldwin's College Manual of Rhetoric, supplemented by the best texts in our tolerably complete text-book reference library, and by oral and written exercises. The practice is obtained in the writing of daily themes, some of which are written in the class room, on topics announced after the class has assembled; and in the writing of longer themes prepared fortnightly.

The daily and long themes are carefully criticized by the teacher and returned to the student, most of them to be rewritten. Regular consultation hours are appointed and each student is required, at frequent intervals, to discuss his work with his teacher.

A good deal of reading is required in this course aside from text-books. The short stories of Hawthorne, Poe, Dickens, Kipling, Stevenson, together with the descriptions from some of these and from Thackeray and Irving are made use of in the course.

Students are not eligible to this course until the required work of the first three courses has been completed.

Two sections—9:00—10:00—Mr. Clippinger—B 7.

5. **Exposition.**—The practical work of this course consists mainly in writing exposition and illustrates the work which may be required of high school students. The elements and the qualities of style are discussed and illustrated from standard authors.

The short daily themes and the longer weekly themes are carefully criticized. Explanations and comments upon these criticisms will receive much emphasis in class conferences, since the heavy work for the teacher of composition lies in marking the written work of pupils and helping them to correct their errors. This course has been planned especially to meet the needs of teachers of composition. 8:00—Mr. Wisely—B 6.

7. **The Oration.**—The purpose of the course is to study carefully, by lectures, class-room work, and writing, the forms of public address; to provide opportunity for the practice of the element of persuasion, discussed in course 6, and to emphasize the importance of style in public discourse.

Each student will write at least five addresses of about 1,000 words each. In the selection of topics and in the treatment of them students will be allowed considerable freedom, but they will be required to select such topics as will give them practice in the eulogy platform or commemorative address, commencement address, after-dinner speech, etc.

In the way of models for study in this course, the students have access to Reed's Modern Eloquence, Warner's Library of the World's Best Literature, etc. 7:00—Mr. Wisely—B 6.

9. **Rhetoric.**—Analyses of literary masterpieces.

11:00—Mr. Clippinger—B 7.

LATIN

The courses continue through the term, but the work will be so arranged as to make each half a unit as nearly as possible. Any course may be taken by a student which he can pursue with profit, but the head of the department should be consulted on this point, especially by those who are taking up Latin in the Normal School for the first time, and by those who may wish to take more than one course in Latin during the whole or part of the term.

1. **Elements of Latin.**—The declension of nouns and adjectives, pronouns, comparison, the indicative of *sum* and of the first conjugation. Daily Latin and English exercises.

11:00—Mr. Weng—B 37.

2. **Elements of Latin.**—The conjugations and the common uses of the subjunctive, with daily Latin and English exercises.

8:00—Dr. Schlicher—C 7.

5. **Nepos.**—A number of the biographies will be translated, with supplementary exercises in grammar and composition.

7:00—Dr. Schlicher—C 7.

7. **Virgil.**—About three books of the Aeneid will be read, and especial attention will be given to careful translation and metrical reading.

8:00—Mr. Weng—B 37.

8. **Ovid.**—The work of this course is similar to that of Course 7.

7:00—Mr. Dunkin—...

10. **Latin Composition.**—A systematic course covering the whole of the syntax. One hour a week will be devoted to the observation and explanation of constructions in Caesar and Cicero.

9:00—Mr. Weng—B 37.

16. **Plautus and Tacitus.**—Two plays of Plautus will be read in the first half of the term, and the Agricola and Germania of Tacitus in the second half. Supplementary work, one hour a week, chosen to meet the wishes of the class.

10:00—Dr. Schlicher—C 7.

GERMAN LANGUAGE AND LITERATURE

1. **German.**—Declensions of nouns, pronouns and adjectives; indicative, simple tenses, active voice; imperative. Mj.

9:00—Miss Cox—B 36.

2. **German.**—Comparison, numerals, complete conjugation in the indicative, active and passive; inseparable and separable compound verbs. (First six weeks.) Easy reading. (Second six weeks.) Mj. or M.

11:00—Miss Cox—B 36.

Text: Prokosh's Introduction to German.

4 and 5. **German.**—Easy reading: Stories and comedies. Mj. or M.

10:00—Miss Cox—B 36.

6b. **German.**—Elementary scientific reading: Translation course. Mj. or M.

11:00—Mr. Mutterer—B 36.

10. **Goethe.**—Early works.

8:00—Mr. Mutterer—B 39.

16. **The German Drama Since 1870.** Mj. or M.

9:00—Mr. Mutterer—B 39.

All these courses, excepting German 1, are so arranged that they may be taken as Minors (M) or Majors (Mj); i. e., the work is a unit as a six weeks' course, or as a twelve weeks' course: *M.* 6 weeks; *Mj.* 12 weeks' course.

EUROPEAN HISTORY

10. **Political Economy.**—A study of theoretical economies under such headings as Consumption of Wealth, Value and Price, Production, Land, Labor, Capital, etc. Such practical questions as the Tariff Question, the Labor Movement, and Monopolies receive considerable attention. 7:00—Mr. Bogardus—B 3.

11. **French Revolution and the Napoleonic Period.**—This study extends from 1789 to 1815. The economic and social causes of the Revolution are studied, its course traced and its outcome in the establishment of the Napoleonic empire is explained. 9:00—Mr. Bogardus—B 3.

2. **Roman History.**—A general survey of Roman history from the traditional period to the fall of the Empire in the West. Special attention to the economic questions of the later Republic, provincial administration, and organization of the Empire. 8:00—Mr. Lynch—C 3.

4. **English History A.**—A study of the beginnings of institutional life down to 1509. 10:00—Mr. Bogardus—B 3.

ZOOLOGY

1. **Insects and Lower Invertebrates.**—This course deals with the lower invertebrates and special attention is given to the study of insects. The practical side of the subject is emphasized. This course is a part of the course in Agriculture and it may be taken for the required credit in Nature Study. The work may be taken in minor units. 9:00—Mr. Cox—A 11, A 14.

BOTANY

2. **Mosses and Ferns.**—In addition to a careful study of the structure of the leading types, students learn to identify the common forms. Frequent field excursions are made. The work is divided as follows: First minor Mosses, second minor Ferns. 8:00—Mr. Donaghy—A 11, A 14.

7. **Forestry.**—This is a general course with special emphasis on Forestry. A careful study is made of the trees in this locality

with a collection of leaves, fruit, etc., and this is followed by a discussion of Forestry in general. This work is a part of the work in Agriculture and it may be substituted for the required credit in Nature Study. First minor, special tree study, second minor, general Forestry. 11:00—Mr. Cox—A 11, A 14.

AGRICULTURE

1. **General Agriculture.**—This course treats of some of the important divisions of Agriculture. It includes plant and animal breeding and propagation, a study of the conditions under which plants grow, fertility of the soil, fertilizers, important crops, orchards and their care, farm animals, etc. Special attention is given to the methods of teaching Agriculture. The work may be taken in minors and it may be substituted for Nature Study.

10:00—Mr. Cox—A 11, A 14.

MANUAL TRAINING AND DOMESTIC SCIENCE

1A. **Elemental Manual Training.**—This course is especially adapted to the needs of teachers of the lower grades. It includes practical work in paper, clay modeling, weaving, cord work, crocheting, knitting, coarse needle work and basketry. The industrial phase of each process is taught. 8:00—Miss Rhyan—1 T. S.

1. **Wood-work.**—This is a beginning course in benchwork in wood and mechanical drawing, and aims primarily to give a training in the technical processes as a basis for teaching in the seventh and eighth grades. Instruction is given in the use, construction and care of tools. A study is made of the growth of woods, their qualities and structure. Students are expected to design models and work out projects to meet certain conditions. Working drawings are made for a large part of the course, and the reading of drawings is an important feature throughout.

8:00—Mr. Laubach—2 T. S.

2. **Wood-work.**—This course carries on the work of the preceding course in an effort to give a more thorough training in woodworking as a basis for teaching in the upper grammar grades. Special attention is given to the consideration of courses suitable for these grades. 10:00—Mr. Laubach—2 T. S.

3. **Wood-working for Secondary Schools.**—The work in this course is more advanced work and aims to prepare for the teaching of wood-working in the secondary school. It deals largely

with joinery and is governed in its arrangements by the difficulty of tool operations. A practical application of joinery is made in constructing furniture. A part of the time during this course is given to lectures on the history of manual training and to discussion of some educational phases of the work. Problems relating to the organization of manual training, equipments and costs are discussed. In courses 2, 3 and 4 considerable attention is given to methods of finishing and to simple means of decoration.

10:00—Mr. Laubach—2 T. S.

SEWING.

1. **Sewing.**—This course deals with hand processes used in development of seams, bands, gussets, plackets, patches, darns, art needle work, etc. The standard textile fibres are considered as to development, characteristics, uses and tests.

9:00—Miss Rhyan—A 2.

COOKING.

1. **Cooking.**—The purpose of this course is to give practical knowledge of household processes connected with food, to give skill and efficiency in handling materials and apparatus.

Food principles are considered as to their composition, manufacture, combination and changes effected by heat, cold and fermentation. Pre-requisite Chemistry.

The course in Cooking 1 requires two continuous hours. Students registering for this course should plan to be in the room for cooking from 10:00 to 12:00 o'clock.

MECHANICAL DRAWING.

1. **Mechanical Drawing.**—This course is devoted chiefly to principles and practice of working drawings and serves as an introduction to the subject. It covers the fundamentals of what should be taught in the upper grammar grades and lower high school grades, involving lettering, care and use of instruments, elementary geometrical construction, orthographic projections, development of surfaces, isometric and cabinet projections.

11:00—Mr. Laubach—T S. 3.

4. **Architectural Drawing.**—The purpose of this course is to give instruction in the methods used in making building plans. It consists of floor plans, elevation and working details of frame and brick buildings.

9:00—Mr. Laubach—T S. 3.

PUBLIC SPEAKING AND READING

2. **Reading and Literature.**—This course is a counterpart to the fundamental elements of conversational tones and their relation to mental action, viz., phrasing, subordination, pitch, pause, inflection, stress, tone-color and movement. This theory is constantly applied to the literature to be read. Constant attention, also, is paid to phonics and correct articulation.

10:00—Miss Moran—B 16.

2. **Reading and Literature.**—This course is a counterpart to 1, and deals with emotional reaction. The spirit underlying each piece is studied. The imaginative and emotional elements are discovered. The effort centers in giving proper expression to the wide range of emotional subtleties.

9:00—Miss Moran—B 16.

3. **Myths, Legends, and Folk-lore.**—The aim and purpose of this course is to acquaint the students with a body of knowledge usable in the grades and high schools, in history work, literature and mythology. Also to give daily oral drill in telling and interpreting the same. The course is organized with two special ends in view. History in the lower grades has direct reference to myths and folk-lore, and the interpretation of these myths is the business of the course. Again modern literature has continual recourse to mythology, which if known adds much to the pleasure of its study. The course begins with the Aryan myths and develops them through Greek and Northern Mythology and Mediæval Legends into modern times, thus giving unity to the vast body of folk-lore to which this age is heir.

8:00—Mr. Bacon—B 11.

4. **Idealists.**—An advanced course in oral expression. It is the purpose of this course to deal with some of the more difficult writers of prose and poetry. Writers who are idealistic and philosophic in thought, or abstract in expression. Writers whose sentences have to be filled out by the mind of the reader. Selections will accordingly be made from Emerson, Browning, Wordsworth, Shelley, Carlyle. In this course, interpretation of the thought and spirit precede the expression and the relation of the two is carefully considered.

10:00—Mr. Bacon—B 11.

3. **Public Speaking.**—This course will be made up of two units of work. During the first six weeks, daily drill will be offered in Oratory. The student will be carried through one element of delivery at a time, constantly preparing talks, speeches, orations, with the view of putting into practice some definite principle

of construction or of delivery. During the last six weeks the theory of delivery will be still further advanced, but the subjects of the talks and orations will be confined to current events, so that a body of organized knowledge which makes for culture will be obtained. By current events we mean happenings whose roots strike into the past and whose influence reaches into the future. Students can take the full twelve weeks; or take either half and receive a half credit. 11:00—Mr. Bacon—B 11.

MUSIC

1. **Teachers' Graded Course in Public School Music.**—Topics: Rudiments of music arranged in logical order; study of rhythm, elementary ear-training; sight reading preparatory to teaching in the grades. 9:00—Miss Botsford—D 9.
2. **Sight-singing, Rhythm and Ear-Training.**—Continued. 8:00—Miss Botsford—D 9.
3. **Advanced Sight-reading and Ear-training.**—Book is chosen to fit the needs of the class. 10:00—Miss Botsford—D 9.

PHYSICAL EDUCATION

The true end of physical training is not simply an athlete—a professional type of personality—but a well developed, thoroughly prepared man or woman; hence, systematic work should be taken by all students. The aim is to develop individual efficiency, to maintain health and to furnish suggestions that may be used by the student in his later work after leaving the school.

Graded calisthenics, marching, apparatus work and games form the basis of class work in the gymnasium.

Calisthenic drill work consists of freehand, wand, dumbbell, and Indian club exercises. Graded apparatus work forms part of the regular class period, using the buck, horse, parallel bars, horizontal bar, ladder, rings and mat work or tumbling. Games suitable to use in the average school room or on the playground will be taught.

As competitive athletics are everywhere recognized as being essential and conducive to loyalty and school spirit in its best sense, Normal basketball, baseball and track teams will receive regular and systematic coaching.

Parsons Field is equipped with baseball diamonds, running track and tennis courts. The two gymnasiums are equipped with

modern appliances and apparatus for developing and training the body. Physical examinations and tests are given to determine the character and amount of corrective work needed. Lectures are given on personal hygiene and physical defects common to school children. Two terms in this department are required, for which one credit is given.

The Athletic Association is active and both men and women are eligible to membership. Interclass games are also held during the year in addition to those regularly scheduled for the Varsity Teams.

Means will be provided whereby every man in school during the late Spring and Summer months may secure a fair amount of vigorous exercise either indoors or out, which may, under the supervision of the Physical Director, be applied toward a credit in the work of this department.

CLASSES FOR MEN.

Course 1. This course is a continuation from the Spring Term and is for students who have had very little or no physical work before. 10:00—Mr. Westphal.

Course 3. This course consists of lectures on baseball, basketball, track and games, with practical demonstrations of each and a chance for every student to learn how to handle teams and to officiate in the games. Lectures on hygiene are also included in this course. 1:30—Mr. Westphal.

CLASSES FOR WOMEN.

Course 1. The aim of this course is to lessen the high nervous tension and self-consciousness of students and to develop their co-ordination and power of quick judgment and action. The course consists of free standing gymnastics, graded apparatus work and games, including basketball. 11:00—1:30—Miss Bailey.

Course 2. A progression from first term work. Open to students who have taken Course 1. 1:30—Miss Bailey.

Course 3. This is a continuation of Courses 1 and 2 for one-half the work; swimming is given for the other half. Open to students who have had 1 and 2. 2:30—Miss Bailey.

All classes meet twice a week. Wednesdays left open for basketball or cross-country walks. Cross-country walks on Saturdays.

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Vol. XI, No. 9

NOVEMBER, 1913

INDIANA UNIVERSITY
BULLETIN



ANNOUNCEMENTS FOR THE
SUMMER TERM
AND BIOLOGICAL STATION

1914

INDIANA UNIVERSITY IS ACCREDITED, IN ACCORDANCE WITH
THE SCHOOL LAWS OF 1907, FOR THE PROFESSIONAL
TRAINING OF TEACHERS

Entered as second-class mail matter May 16, 1908, at the post-office at Bloomington,
Indiana, under act of Congress of July 16, 1894

Calendar

Summer term begins Thursday, June 25, 1914. (Except special courses of the School of Education, for which see below.)

Registration and enrollment Thursday, June 25.

First half-term ends Wednesday, August 5. (Instruction five days a week.)

Second half-term begins Thursday, August 6. (Instruction six days a week.)

Summer term ends Wednesday, September 9.

Special single-term courses for Class B in the School of Education begin Monday, June 8, and end Friday, August 28. First half-term ends Friday, July 17. (Instruction five days a week throughout the term.)

Biological Station opens Saturday, June 27.

Biological Station closes Friday, August 28.

INDIANA UNIVERSITY BULLETIN

VOL. XI

BLOOMINGTON, IND., NOVEMBER, 1913

NO. 9

Entered as second-class mail matter May 16, 1908, at the post-office at Bloomington, Indiana, under the Act of July 16, 1894. Published from the University office, Bloomington, Indiana, semi-monthly April, May, and June, and monthly January, February, March, July, September, and November.

The Summer Term

General Statement. The University offers in the summer a full term's work, beginning Thursday, June 25, and ending Wednesday, September 9. The term will be divided into two half-terms of equal credit value, the Second half-term beginning on Wednesday, August 6; in the Second half instruction will be given six days a week. Although many courses will continue through both half-terms, the work of each will be in charge of a different corps of teachers.

The purpose of the Summer term is to extend to those, who are otherwise engaged during the school year, the advantages which the University offers for instruction, together with the aid afforded by the library, laboratories, and other facilities for study connected with the University. It is the aim to present courses of study which are equivalent in quality of instruction and grade of work done to those offered in the other University terms. Some of the courses have been specially arranged for the purpose of aiding those who teach, or wish to prepare themselves to teach, in high schools, academies, and other schools. Methods of teaching will also be treated incidentally in other courses.

The amount of credit given for work in the Summer term will be the same as that in other University terms, namely, five 'hours' for each full course of daily lectures, or recitations, that is successfully completed. Not more than fifteen 'hours' of credit will be given for the entire term's work, unless the student has regularly enrolled for more than that amount, and has done work of a superior character in all his classes; in such case, a maximum of twenty 'hours' of credit may be given. In general, very few students will be able to satisfy the requirements for obtaining this maximum credit. The Committee on Extra Studies will, in each

case, decide the number of extra 'hours' to be allowed. For requirements for admission, see the bulletin of the College of Liberal Arts, or under that heading in the University catalogue.

Fees. Students who are legal residents of the State of Indiana are charged a contingent fee of five dollars a term, and a library fee of one dollar a term, except in the School of Law, where the library fee is five dollars. These fees cover in part the cost of the physical maintenance of the University, and are not applied to the cost of tuition, which is provided wholly by the State.

Students not legal residents of the State of Indiana are charged a contingent and library fee amounting to twenty dollars a term. For each Summer half-term, half the fee is charged. This fee is in lieu of the regular library and contingent fees noted above.

In the Summer term of the School of Law, students who are legal residents of Indiana pay a fee of twelve dollars and fifty cents, which includes the library and contingent fees. Students not residents of Indiana will pay the twenty dollar fee, as above.

The laboratory fees in all courses are uniformly one dollar per credit hour, except as otherwise announced.

A conditioned fee of five dollars a term is charged all students who have not, upon the records of the University, credit in full for all entrance work. This rule applies to both conditioned and special students with deficiencies in their entrance credit. It is provided, however, that, if a student enters the University with an entrance condition of less than five 'hours,' the fee will be refunded if the condition be removed in the first term of residence.

An examination fee of one dollar is charged for each make-up, or special, examination. This fee is paid to the Bursar, and his receipt when presented to the proper instructor constitutes an authorization for holding the examination.

Faculty and Officers

TRUSTEES

- BENJAMIN F. SHIVELY, President, South Bend. Term expires 1914.
*JAMES W. FESLER, Indianapolis. Term expires 1914.
ROBERT I. HAMILTON, Vincennes. Term expires 1914.
*EDWIN CORR, Bloomington. Term expires 1915.
SAMUEL R. LYONS, Richmond. Term expires 1915.
THEODORE F. ROSE, Vice-President, Muncie. Term expires 1915.
*JOSEPH H. SHEA, Seymour. Term expires 1916.
IRA C. BATMAN, Bloomington. Term expires 1916.

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LYSSES HOWE SMITH, A.B., Bursar.

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ALBERT FREDERICK KUERSTEINER, Ph.D., Professor of Romance Languages.
ENOCH GEORGE HOGATE, A.M., LL.D., Dean of the School of Law, and Professor of Law.
CHARLES MCGUFFEY HEPBURN, A.M., LL.B., Professor of Law.
SAMUEL BANNISTER HARDING, Ph.D., Professor of European History.

*Elected by the Alumni of the University.

- JESSE J M LAFOLLETTE, Professor of Law.
- WILLIAM A RAWLES, Ph.D., Assistant Dean of the College of Liberal Arts, and Professor of Political Economy.
- CARL WILHELM FERDINAND OSTHAUS, A.M., Professor of German.
- SCHUYLER COLFAX DAVISSON, Sc.D., Professor of Mathematics.
- DAVID ANDREW ROTHROCK, Ph.D., Professor of Mathematics.
- WILLIAM J MOENKHAUS, Ph.D., Professor of Physiology.
- WILL DAVID HOWE, Ph. D., Professor of English.
- WILLIAM WESLEY BLACK, A.M., Dean of the School of Education, and Professor of Elementary Education.
- ELMER ELLSWORTH JONES, Ph.D., Professor of the History and Philosophy of Education.
- CHARLES JACOB SEMBOWER, Ph.D., Professor of English.
- EDGAR ROSCOE CUMINGS, Ph.D., Professor of Geology, and Secretary of the Faculty.
- CHARLES PELTON HUTCHINS, M.D., Professor of Physical Training for Men.
- *WILLIAM FREDERICK BOOK, Ph.D., Professor of Educational Psychology.
- FREDERICK A. OGG, Ph.D., Professor of History, Simmons College.
- NATHANIEL W BARNES, Professor of English, DePauw University.
- ARTHUR T BELKNAP, Professor of English, Franklin College.
- JAMES P PORTER, Dean, and Professor of Psychology, Clark College.
- CHARLES B AUSTIN, Adjunct Professor of Economics, University of Texas.
- CHARLES H BRADY, Professor of Secondary Education, Colorado Teachers' College.
- GEORGE DAVIS MORRIS, A.M., Doct. d'Univ. (Paris), Associate Professor of French.
- GUIDO HERMANN STEMPER, A.M., Associate Professor of Comparative Philology.
- CHARLES ALFRED MOSEMILLER, A.B., Associate Professor of Romance Languages.
- ROLLA ROY RAMSAY, Ph.D., Associate Professor of Physics.
- OLIVER W BROWN, A.M., Associate Professor of Chemistry.
- FRANK MARION ANDREWS, Ph.D., Associate Professor of Botany.
- LILLIAN GAY BERRY, A.M., Associate Professor of Latin.
- HENRY THEW STEPHENSON, A.B., Associate Professor of English.
- FRANK AYDELOTTE, A.M., B.Litt., Associate Professor of English.
- WILLIAM HENRY BEELER, LL.M., Associate Professor of Law.
- ULYSSES SHERMAN HANNA, Ph.D., Associate Professor of Mathematics.
- JOSHUA WILLIAM BEEDE, Ph.D., Associate Professor of Geology.
- CHARLES DIVEN CAMPBELL, Ph.D., Associate Professor of Music.
- FRANK CURRY MATHERS, Ph.D., Associate Professor of Chemistry.
- CLARENCE EARL MAY, Ph.D., Associate Professor of Chemistry.
- MELVIN EVERETT HAGGERTY, Ph.D., Associate Professor of Psychology.
- FERNANDUS PAYNE, Ph.D., Associate Professor of Zoölogy.
- MABEL THACHER WELLMAN, A.B., Associate Professor of Home Economics.
- JOHN CHESTER MATTOON, Associate Professor of Industrial Education.
- HUBERT GUY CHILDS, A.M., Associate Professor of Education.
- JAMES M. VAN HOOK, A.M., Assistant Professor of Botany.

*Absent on leave.

JOHN BENJAMIN DUTCHER, A.M., Assistant Professor of Physics.
 ERNEST HENRY BIERMAN, A.M., Assistant Professor of German.
 JOTILDA CONKLIN, A.M., Assistant Professor of French.
 WILL SCOTT, Ph.D., Assistant Professor of Zoölogy.
 ROBERT E. BURKE, Assistant Professor of Fine Arts.
 FRED A. MOLBY, Ph.D., Assistant Professor of Physics.
 ELIZABETH SAGE, Assistant Professor of Home Economics.
 FRANK TENNEY STOCKTON, Ph.D., Assistant Professor of Economics and Social Science.
 EARL E. RAMSEY, Director of Observation, Practice High School, Bloomington.
 ULYSSES HOWE SMITH, A.B., Instructor in Accounting.
 MARY ETHELDA RODDY, Instructor in Physical Training for Women.
 ANNA BROCKMAN COLLINS, A.M., Instructor in English.
 ALICE DIVEN GOSS, A.B., Instructor in German.
 KENNETH POWERS WILLIAMS, Ph.D., Instructor in Mathematics.
 CORA BARBARA HENNEL, Ph.D., Instructor in Mathematics.
 DAVID ABBOTT DREW, A.M., Instructor in Mechanics and Astronomy.
 JAMES A. KASE, Instructor in Physical Training for Men.
 FRANK C. SENOUR, A.M., Instructor in English.
 RUSSEL ALGER SHARP, A.B., Instructor in English.
 ALBERT LUDWIG KOHLMEIER, A.M., Instructor in History.
 EDGAR ALLEN MENK, A.B., Instructor in Latin.
 MASON EDWARD HUFFORD, A.M., Instructor in Physics.
 JOHN L. GEIGER, Instructor in Music.
 CLARENCE EDMUND EDMONDSON, A.M., Instructor in Physiology.
 EDWARD W. KOCH, A.M., Instructor in Physiology.
 DARMON ARTELLE RUINEHART, A.M., Instructor in Anatomy.
 WILL T. HALE, A.M., Instructor in English.
 ABIGAIL M. HESS, Instructor in Home Economics.
 GERTRUDE S. BELL, Instructor in Education.
 RICHARD McCLELLAN MILBURN, LL.B., Instructor in Law.
 EDWARD M. WHITE, Instructor in Law.
 JAMES G. McDONALD, Instructor in History, Radcliffe College.
 FRANCES SWAIN, Instructor in Home Economics.
 GEORGIA FINLEY, Instructor in Home Economics.

TEACHING FELLOWS AND ASSISTANTS

GARNET GAIL DODDS, Assistant in German.
 JOHN ELLIS EVANS, A.M., Assistant in Education.
 HARRY L. FOREMAN, Assistant in Education.
 EDITH AMELIA HENNEL, A.B., Teaching Fellow in Botany.
 WILLAFRED HOWE, Assistant in Physical Training for Women.
 WILLIAM DENHAM SHEWMAN, Teaching Fellow in Physics.
 FORREST GLENN TUCKER, Teaching Fellow in Physics.
 RUTH WOOLERY, A.B., Assistant in Botany.
 PAUL WEATHERWAX, Assistant in Botany.

COURSES FOR THE SUMMER TERM

College of Liberal Arts

DEPARTMENT OF LATIN

LILLIAN GAY BERRY, Associate Professor.

EDGAR A. MENK, Instructor.

First Half-Term

- 11¹. Ovid. Selection from the Epistulae. Amores, Fasti, and Metamorphoses. Open to students who have had at least three years of preparatory Latin. Daily, at 10:00. Mr. MENK.
- 11². Terence: the 'Andria.' A careful study of the play, involving accurate and idiomatic translations and a consideration of early Latin forms, constructions, and metrics. Open to students who have had at least three years of preparatory Latin. Daily, at 8:00. Associate Professor BERRY.
13. Private Life of the Romans. Lectures illustrated with photographs and lantern slides, recitations, assigned readings, and reports. No knowledge of Latin required. Three hours credit. Open to all students. Daily, at 8:00. Mr. MENK.
14. Teachers' Training Course in Vergil. This course will consider the first six books of the 'Aeneid' with a view to the needs of the high school teacher of Vergil. Attention will be given to translation, poetical construction, mythology, metrics and metrical reading, and methods of presentation. A topical study will be made of some one theme connected with the 'Aeneid.' Open to students with two years' preparatory Latin and to teachers of Latin. Daily, at 11:00. Mr. MENK.
- 26¹. Cicero: Tusculan Disputations. Book I will be read, together with selections from other philosophical works of Cicero, from Lucretius, Vergil, Horace, Seneca, Petronius, and sepulchral inscriptions, with a view to ascertaining the Roman idea of the future state of the soul. Open to students who have had one year of college Latin. Daily, at 10:00. Associate Professor BERRY.
36. Education 13j. Teachers' Course. The Teaching of High School Latin: the place of Latin in secondary education; principles of selection and organization of subject-matter; the course of study; methods of presentation; choice of textbooks; use of maps, photographs, lantern slides, and other devices; collection of illustrative material drawn from sources familiar to high school students, setting forth the practical help of Latin

in the English language and literature, the Romance languages, art, science, and the professions. Lectures, assigned readings, and reports. Each student will be assigned a subject for investigation. Open to those who have had two years of college Latin, teachers of Latin, and superintendents of schools. Daily, at 9:00. Associate Professor BERRY, and Mr. MENK.

41. Seminar: Topography and Monuments of Ancient Rome. A systematic study will be made of the Roman Forum, its history, and monuments. Open to Graduates and to students who have had two years of college Latin. At an hour to be arranged. Associate Professor BERRY.

Second Half-Term

- 11². Cicero: 'De Amicitia.' Open to students who have had three years of high school Latin. Daily, at 8:00. Associate Professor BERRY.
- 33¹. Plautus. The careful reading of some one play, with a study of the characteristics of early Latin forms, syntax, and versification. Rapid reading in and out of class of an additional play. Daily, at 9:00. Associate Professor BERRY.
36. Teachers' Course. See Course 36 under First half-term. At an hour to be arranged. Associate Professor BERRY.
42. Seminar. The Latin Romance. Petronius: 'Cena Trimalchionis.' This novel will be read with reference to the characteristics of popular speech as exemplified by pronunciation, syntax, and style. A study will be made of the origin and history of the Latin Romance. Open to Graduates and others of senior standing in Latin. Daily, at 10:00. Associate Professor BERRY.

DEPARTMENT OF ROMANCE LANGUAGES

ALBERT F. KUERSTEINER, Professor of Romance Languages.

GEORGE D. MORRIS, Associate Professor of French.

CHARLES A. MOSEMILLER, Associate Professor of Romance Languages.

JOTILDA CONKLIN, Assistant Professor of French.

First Half-Term

- 1¹. Elementary French. For beginners. Five hours credit. Daily, 8:00 to 9:50, and 9:00 to 10:50. Associate Professor MORRIS and Assistant Professor CONKLIN.
- 1². Elementary French. Second term. Five hours credit. Daily, 9:00 to 10:50. Associate Professor MOSEMILLER.
- 1³. Elementary French. Third term. Five hours credit. Daily, 7:00 to 8:50. Associate Professor MOSEMILLER and Assistant Professor CONKLIN.
- 4¹. French Grammar and Composition. Open to students who have passed in Course 1. Daily, 8:00 to 8:50. Associate Professor MORRIS.

- 19a. Second Year Reading. Open to students who have passed in Course 1 and in less than three terms of Course 19. Daily, 7:00 to 7:50. Professor KUERSTEINER.
- 24². Voltaire and Marivaux. Open to students who have passed in Course 4 or in Course 19. Daily, 8:00 to 8:50. Professor KUERSTEINER. Graduate work. At hours to be arranged. Professor KUERSTEINER.

Second Half-Term

- 1². Elementary French. Second term. Five hours credit. Daily, 8:00 to 9:50. Assistant Professor CONKLIN.
- 1³. Elementary French. Third term. Five hours credit. Daily, 9:00 to 10:50. Professor KUERSTEINER and Assistant Professor CONKLIN.
- 19b. Second Year Reading. Open to students who have passed in Course 1 and in less than three terms of Course 19. Daily, 8:00 to 8:50. Professor KUERSTEINER. Graduate work. At hours to be arranged. Professor KUERSTEINER.

DEPARTMENT OF GERMAN

CARL W. F. OSTHAUS, Professor.

ERNEST H. BIERMANN, Assistant Professor.

ALICE D. GOSS, Instructor.

GARNET GAIL DODDS, Assistant.

PAUL KUNSCHIK, Assistant.

Note.—With the co-operation of the German Alliance of the State of Indiana a training school for teachers of German will again be conducted during the First half of the Summer term. For details see the separate circular.

First Half-Term

- 1¹. Elementary German. First term. Five hours credit. Two hours daily, 7:00 to 8:50. Mr. DODDS.
- 1². Elementary German. Second term. Five hours credit. Two hours daily, 8:00 to 9:50. Mr. KUNSCHIK.
- 1³. Elementary German. Third term. Five hours credit. Two hours daily, 9:00 to 10:50. Mrs. Goss.
2. Second Year Composition. Daily, at 8:00. Assistant Professor BIERMANN.
- 4¹. Second Year Reading. First term. Daily, at 8:00. Professor BIERMANN.
- 4². Second Year Reading. Second term. Daily, at 8:00. Mrs. Goss.
- 5¹. Third Year Composition. Daily, at 10:00. Assistant Professor BIERMANN.
7. Poetry and Drama. Third year. Daily, at 9:00. Professor OSTHAUS.

25. Deutschland und die Deutschen. Vortraege und Sprechuebungen. M., T., Th., F., at 9:00. Assistant Professor BIERMANN.
22. German Seminary. Grillparzer. Five hours credit. M. W. F., at 7:00. Professor OSTHAUS.

Second Half-Term

12. Elementary German. Second Term. Five hours credit. Two hours daily, 7:00 to 8:50. Mrs. Goss.
13. Elementary German. Third term. Five hours credit. Two hours daily, 8:00 to 9:50. Assistant Professor BIERMANN.
42. Second Year Reading. Second term. Daily, at 9:00. Mrs. Goss.
52. Third Year Composition. Daily, at 10:00. Assistant Professor BIERMANN.

DEPARTMENT OF COMPARATIVE PHILOLOGY

GUIDO H. STEMPEL, Associate Professor.

No announcement can be made at present, but there is some probability that Courses 5 (Comparative Philology of Greek and Latin), 1 (History of the English Language), and 2 (Old English) will be given.

Correspondence is invited from all interested.

DEPARTMENT OF ENGLISH

WILL D. HOWE, Professor.

CHARLES J. SEMBOWER, Professor.

HENRY T. STEPHENSON, Associate Professor.

FRANK AYDELOTTE, Associate Professor.

NATHANIEL W. BARNES, Professor of English, DePauw University.

ARTHUR T. BELKNAP, Professor of English, Franklin College.

ANNA B. COLLINS, Instructor.

FRANK C. SENOUR, Instructor.

RUSSELL A. SHARP, Instructor.

WILL T. HALE, Instructor.

First Half-Term

71. Composition: Elementary. Planned to meet the requirement in English composition. Two hours credit. Four days a week, at 8:00. Mr. SENOUR.
72. Composition: Elementary. The Second term's work. Two hours credit. Four days a week, at 9:00. Mr. SENOUR.
73. Composition: Elementary. The Third term's work. Two hours credit. Four days a week, at 10:00. Associate Professor STEPHENSON.

- 20¹. English Masterpieces. The Drama. Daily, at 9:00. Mr. HALE.
- 20². English Masterpieces. Poetry. Daily, at 10:00. Mr. HALE.
- 3¹. Nineteenth Century Prose: De Quincey, Lamb, Hazlitt, Wordsworth. Four days a week, at 9:00. Professor HOWE.
- 3². Nineteenth Century Prose: Carlyle, Emerson, Ruskin. Four days a week, at 10:00. Associate Professor AYDELOTTE.
- 4¹. Nineteenth Century Poetry. Daily, at 10:00. Professor SEMBOWER.
- 6². American Literature: Poetry. Daily, at 11:00. Mr. SENOUR.
15. Advanced Composition. Four days a week, at 10:00. Professor BARNES.
- 16². Shakspeare. Four days a week, at 8:00. Associate Professor STEPHENSON.
- 42¹. Chaucer. Four days a week, at 11:00. Associate Professor AYDELOTTE.
- 44². Milton. Daily, at 11:00. Professor SEMBOWER.
- 45¹. Eighteenth Century Literature: Addison, Steele, Swift, Johnson. Four days a week, at 8:00. Professor HOWE.
- 13d. The Teaching of English in the High School. Daily, at 11:00. Professor BARNES.
52. Intensive study of a Shakspeare play. M., 3:00 to 4:50. Associate Professor STEPHENSON.
- 52A. Research in Elizabethan Literature. T., 3:00 to 4:50. Associate Professor AYDELOTTE.
53. Research in Seventeenth Century Literature. Professor SEMBOWER.
54. Problems in Eighteenth Century Literature. Wednesday afternoon, 3:00 to 4:50. Professor HOWE.

Second Half-Term

- 7¹. Composition. First term's work. Four days a week, at 8:00. Miss COLLINS.
- 7². Composition. Second term's work. Four days a week, at 9:00. Miss COLLINS.
- 7³. Composition. Third term's work. Four days a week, at 10:00. Miss COLLINS.
- 20¹. English Masterpieces. Bunyan, Pope, Addison, Defoe, Swift. Daily, at 10:00. Mr. SHARP.
- 20². English Masterpieces. Wordsworth, Shelley, Keats, Scott, Arnold, Ruskin. Daily, at 9:00. Mr. SHARP.
- 3³. Arnold, Ruskin, Newman, Stevenson. Daily, at 10:00. Associate Professor AYDELOTTE.
- 4³. Nineteenth Century Poetry. Daily, at 11:00. Professor BELKNAP.
- 16². Shakspeare. Daily, at 8:00. Professor BELKNAP.
- 40². Chaucer. Daily, at 9:00. Associate Professor AYDELOTTE.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

SAMUEL B. HARDING, Professor of European History.

FREDERICK A. OGG, Professor of History, Simmons College.

ALBERT L. KOHLMEIER, Instructor.

JAMES G. McDONALD, Instructor in History, Radcliffe College.

First Half-Term

- 1². Mediæval and Modern History, 1517-1789. A repetition of the Winter term of Course 1. Open to all students. Daily, at 10:00 Mr. McDONALD.
- 2a. Greek History. A repetition of the First half of Course 2. Daily at 8:00. Mr. KOHLMEIER.
- 5². American History: General Course, 1783-1850. A repetition of the Second term of Course 5. Daily, at 9:00. Mr. KOHLMEIER.
- 21². Parties and Party Machinery. A repetition of the Winter term of Course 21. Daily, at 8:00. Professor Ogg.
26. Recent Social Progress in Continental Europe. Daily, at 9:00. Professor Ogg.
- 6². England under the Stuarts, 1603-1714. Daily, at 11:00. Mr. McDONALD.
- 18². American Politics and Parties, 1850-1860. Advanced course, open to those who have had History 5 and 18¹, or their equivalent. Investigations and reports. Two hours a week at a time to be appointed. Professor Ogg.
- 22a. American Diplomatic History, 1776-1789. M. F., at 3. Mr. KOHLMEIER.
33. Selected Topics in Spanish History. Especially in reference to America. Two hours a week at a time to be appointed. Mr. McDONALD.

Second Half-Term

- 5¹. The American Revolution, 1763-1783, with a preliminary survey of the life of the colonies. A repetition of the First term of Course 5. Daily, at 9:00. Mr. KOHLMEIER.
- 1¹. Mediæval and Modern History, 1789-1900. Daily, at 10:00. Professor HARDING.
- 2b. Greek History. A repetition of the Second half of Course 2. Daily, at 8:00. Mr. KOHLMEIER.
- 6¹. England under the Hanoverians, 1714-1815. Daily, at 11:00. Professor HARDING.
- 26b. Recent Social Progress in Great Britain. W. 3:30-5:30. Professor HARDING.
- 22b. American Diplomatic History, 1789-1812. M. F., at 3:00. Mr. KOHLMEIER.

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCE

FRANK T. STOCKTON, Assistant Professor of Economics and Social Science.
 CHARLES B. AUSTIN, Adjunct Professor of Economics, University of Texas.
 ULYSSES H. SMITH, Instructor in Accounting.

First Half-Term

6. Money and Banking. Open only to those who have had Course 1, or its equivalent. Daily, at 8:00. Assistant Professor STOCKTON.
1. Political Economy: Introductory Course. Daily, at 9:00. Assistant Professor STOCKTON.
25. Accounting and Business Practice. Open only to those who have had or are taking Course 1. Daily, at 11:00. Mr. SMITH.
- 3a. Research. Open only to Seniors and Graduates. Two hours a week. Assistant Professor STOCKTON.

Second Half-Term

All courses continued from First half-term.

6. Money and Banking. Daily, at 8:00. Professor AUSTIN.
1. Political Economy: Introductory course. Daily, at 9:00. Professor AUSTIN.
25. Accounting and Business Practice. Daily, at 11:00. Mr. SMITH.
- 3a. Research. Two hours a week. Professor AUSTIN.

DEPARTMENT OF PHILOSOPHY

JAMES P. PORTER, Dean, and Professor of Psychology, Clark College.
 MELVIN E. HAGGERTY, Associate Professor, and Director of the Psychological Laboratory.

First Half-Term

1. Elementary Psychology. Daily, at 10:00. Professor PORTER.
- 4b. Applied Experimental Psychology. Daily, 3:00 to 5:00. Associate Professor HAGGERTY, and Mr. CRAMPTON.
38. Social Psychology. Daily, at 9:00. Professor PORTER.

Second Half-Term

1. Elementary Psychology. Daily, at 8:00. Associate Professor HAGGERTY.
- 4b. Applied Experimental Psychology. Daily, at 3:00 to 5:00. Associate Professor HAGGERTY and Mr. CRAMPTON.

DEPARTMENT OF FINE ARTS

ROBERT E. BURKE, Assistant Professor.

Students taking Course 15 are required to attend at least two lectures each week (on Tuesday and Thursday) in Course 19.

First Half-Term

2. Greek and Roman Architecture. Lecture Course. T. Th., at 11:00. Assistant Professor BURKE.
19. Representative Painters. Lecture Course. Daily, at 9:00. Assistant Professor BURKE.
15. Water-Color. Laboratory course. The students work from groups of still-life, first in charcoal, then in water-color, in order to acquire some knowledge of the principles of composition, color, chiaroscuro, and perspective. The purpose of the course is to help the student to understand pictures and to quicken his powers of observation. M. W. F. 10:00 to 11:50. Assistant Professor BURKE.

DEPARTMENT OF MATHEMATICS

SCHUYLER C. DAVISSON, Professor.

DAVID A. ROTHROCK, Professor.

ULYSSES S. HANNA, Associate Professor.

KENNETH P. WILLIAMS, Instructor.

CORA B. HENNEL, Instructor.

Students who are well prepared may take Courses 2 and 3 during the First half of the Summer term, and Courses 2 and 6 during the Second half, thus fulfilling the requirement in Mathematics of Group D. (See University catalogue, page 87.)

Courses 24, 31, 34, and 44 may be counted as graduate work. Courses 31 and 44 are especially adapted to the needs of high school teachers.

First Half-Term

2. Algebra. Daily, at 10:00. Dr. WILLIAMS.
3. Trigonometry. Daily, 8:00 to 9:50. Associate Professor HANNA.
7. Calculus (Differential). Daily, at 7:00. Associate Professor HANNA.
10. Advanced Calculus. Daily, at 9:00. Professor DAVISSON.
12. Solid Analytic Geometry. Daily, at 8:00. Professor DAVISSON.
13. Differential Equations. Daily, 10:00 to 11:50. Professor ROTHROCK.
24. Functions of a Real Variable. Daily, at 9:00. Dr. WILLIAMS.
20. Research. Daily, at an hour to be arranged. Professors DAVISSON and ROTHROCK, Dr. WILLIAMS.

- 34. Advanced Algebra. Daily, at 8:00. Dr. WILLIAMS.
- 44. Non-Euclidian Geometry. Daily, at 7:00. Professor DAVISSON.
- 31. Encyclopedia of Elementary Mathematics for Teachers. This course will cover topics which are pedagogically important for the high school teacher. It will consist of a study of the foundations of geometry, theory of parallels, synthetic geometry, graphical methods in solutions of equations, the notion of functions and adaptation of the methods of the calculus to elementary calculation. Daily, at 9:00. Professor ROTHROCK.

Second Half-Term

- 2. Algebra. Daily, at 10:00. Dr. WILLIAMS.
- 6. Analytic Geometry. Daily, at 8:00 to 9:50. Dr. HENNEL.
- 7. Calculus (Differential). Daily, at 7:00. Dr. HENNEL.
- 10. Advanced Calculus. Daily, at 9:00. Mr. ———.
- 20*d*. Research. Daily. Dr. WILLIAMS.
- 24. Functions of a Real Variable. Daily, at 9:00. Dr. WILLIAMS.
- 18. Advanced Solid Analytic Geometry. Daily, at 7:00. Mr. ———.
- 34. Advanced Algebra. Daily, at 8:00. Dr. WILLIAMS.

DEPARTMENT OF MECHANICS AND ASTRONOMY

DAVID A. DREW, Instructor.

First Half-Term

- 1*a*. Elementary Astronomy. Lectures and recitations from textbook. Non-mathematical, and designed to familiarize the student with the sky and the principal astronomical facts. One evening each week devoted to the study of the constellations and to observations with the telescope. Daily, at 7:00 p. m. Mr. DREW.
- 4. Observatory Practice. Laboratory work to accompany Course 1*a*. Credit and hours to be arranged. Mr. DREW.
- 13. Research. The systematic observation of planets and stars, photographically and visually, and the photography of nebulae, etc. At hours to be arranged. Mr. DREW.
- 7. Analytical Mechanics. Daily, at 7:00. Mr. DREW.
- 8. Theoretical Mechanics. Daily, at 8:00. Mr. DREW.

DEPARTMENT OF PHYSICS

ARTHUR L. FOLEY, Professor.

ROLLA R. RAMSEY, Associate Professor.

JOHN B. DUTCHER, Assistant Professor.

FRED A. MOLBY, Assistant Professor.

MASON E. HUFFORD, Instructor.

WILLIAM D. SHEWMAN, Teaching Fellow.

FORREST G. TUCKER, Teaching Fellow.

First Half-Term

1. Elementary Physics. Lectures and recitations upon the more elementary and important principles of electricity and magnetism. Every phase of the subject considered will be fully illustrated by experiment. Daily, including Saturday, at 10:00. Four lectures a week by Professor FOLEY. Two recitations a week by Assistant Professor MOLBY, Mr. HUFFORD and Mr. TUCKER.
2. Introductory Laboratory Practice. Open to students who at the same time take Course 1, and to those who have had its equivalent. Two hour course. Four days a week, 7:00 to 10:00, or 2:00 to 5:00. Assistant Professor MOLBY, Mr. HUFFORD, and Mr. TUCKER.
3. Advanced Laboratory Work. This work may be taken in any subject the student wishes to study, and may lead to one, two, or three hours credit, depending upon the amount of work done. Daily, 7:00 to 10:00. Assistant Professor DUTCHER.
35. Popular Lectures on Selected Subjects in Modern Theoretical and Experimental Physics. This is a new course, offered with three purposes in view: (1) To arouse an interest in the study of physics, amongst those who are accustomed to thinking of the subject as a mass of equations and details of levers, lenses, and dynames. (2) To give students who are interested in other subjects and who have not the time to take a regular course in physics, an opportunity to learn something of the modern developments in the subject. (3) To acquaint physics teachers with the numerous and revolutionary developments in physical science during the past few years, much of which can not be found in any textbook. It is hoped that teachers will find this course helpful, not alone in the facts presented, but also in the completeness with which the subject will be experimentally illustrated. The course will consist of twenty-eight lectures, as follows:
 1. Matter. The Periodic Law. Professor FOLEY.
 2. The Electron Theory. Associate Professor RAMSEY.
 3. Speed, Charge, and Mass of the Electron. Associate Professor RAMSEY.
 - *4. Electrical Discharges. Ionization. Professor FOLEY.
 5. The Kathode Rays. Professor FOLEY.
 6. Canal and Other Rays. Professor FOLEY.

7. Roentgen Rays. Assistant Professor DUTCHER.
8. Radioactivity. Associate Professor RAMSEY.
- *9. Sympathetic Vibration, Resonance, the Speaking Arc and the Speaking Flame. Professor FOLEY.
10. Alpha, Beta, and Gamma Rays. Associate Professor RAMSEY.
11. Relativity. Associate Professor CARMICHAEL.
12. Atomic Disintegration. Transmutation. Associate Professor RAMSEY.
13. Inter and Intra Atomic Energy. Heat and Age of Sun and Earth. Assistant Professor MOLBY.
- *14. High Potential and High Frequency Electric Discharges. Professor FOLEY.
15. The Kinetic Theory. Professor FOLEY.
16. The Brownian Movement. Associate Professor RAMSEY.
17. Electric Waves. Coherers, Magnetic Detectors. Wave Length, Resonance, Specific Inductive Capacity. Professor FOLEY.
18. Electric Waves. Reflection, Refraction, Polarization. Wireless Transmission. Professor FOLEY.
- *19. Fields of Force. Professor FOLEY.
20. Matter. Its Birth and Death. Professor FOLEY.
21. An Exhaustive Study of the Stability of Matter Exposed to Roentgen Rays and Ultra-Violet Light. Professor FOLEY.
22. The Photography of Sound Waves. Professor FOLEY.
23. A Photographic Study of the Electric Spark. Professor FOLEY.
- *24. The Evolution of Artificial Light Sources. Associate Professor RAMSEY.
25. Thermo-Electric and Magneto-Optic Phenomena. Assistant Professor DUTCHER.
26. The Ether. Assistant Professor MOLBY.
27. New Diffraction Phenomena. Mr. HUFFORD.
28. Quanta Theories. Associate Professor RAMSEY.

All of the above lectures will be illustrated by experiment to the extent the subjects permit. In the case of the starred subjects a special effort will be made to appeal to a popular audience.

Students who desire a more thorough study of some of the subjects treated generally in this course are referred to Courses 36, 37, and 38.

Daily, at 7:30 p. m.

36. The Electron Theory. This course will supplement Course 35, and will give a more detailed and comprehensive knowledge of the subject. A two hour course. M. T. Th. F., at 11:00. Associate Professor RAMSEY.
37. Conduction of Electricity through Gases, and Radio-activity. This is a combined textbook and laboratory course, based on the text

of R. K. McClung. Each student will perform in the laboratory the experiments described in the text. A three hour course. Daily, 7:00 to 10:00. Associate Professor RAMSEY.

28. Electric Waves. A combined textbook and laboratory course. The student will repeat the usual qualitative experiments in reflection, refraction, polarization, etc., and in addition will perform numerous quantitative experiments, such as the determination of the frequency, wave-length, dielectric co-efficients, refractive indices, etc. A three hour course. Daily, 2:00 to 5:00. Assistant Professor DUTCHER.
14. Advanced Laboratory Methods and Research. Opportunity is given students to enter upon independent investigations, or to assist members of the department in investigations they may have in progress. Daily, 7:00 to 12:00, and 1:00 to 5:00. Professor FOLEY.

Second Half-Term

2. Elementary Laboratory Practice. Daily, any two consecutive hours between 7:00 and 12:00. Assistant Professor DUTCHER.
3. Advanced Laboratory Work. Daily, any two consecutive hours between 7:00 and 12:00. Assistant Professor DUTCHER.
14. Advanced Laboratory Methods and Research. Daily, 7:00 to 12:00 and 1:00 to 5:00. Professor FOLEY and Assistant Professor DUTCHER.

DEPARTMENT OF CHEMISTRY

ROBERT E. LYONS, Professor.

OLIVER W. BROWN, Associate Professor.

FRANK C. MATHERS, Associate Professor.

CLARENCE E. MAY, Associate Professor.

——— ———, Teaching Fellow.

First Half-Term

1. General Inorganic Chemistry. Lectures. Five hour course. Daily. Professor LYONS.
31. Qualitative Analysis. First term laboratory work. Metals and acids. Daily, 1:00 to 4:50. Professor LYONS and Mr. ———.
33. Qualitative Analysis. Second term laboratory work. Salts and inorganic preparations. Daily, 1:00 to 4:50. Professor LYONS and Mr. ———.
4. Quantitative Analysis: Gravimetric. Lectures, Th., at 4:00; laboratory work, daily, 9:00 to 4:50. Associate Professor BROWN.
5. Quantitative Analysis: Volumetric. Lectures, Th., at 11:00; laboratory work, daily, 9:00 to 4:50. Associate Professor BROWN.
- 12a. Research. Daily. Professor LYONS and Associate Professor MAY.
- 12c. Research. Daily. Associate Professor BROWN.

- *8. Physiological Chemistry. Lectures. Five hour course. Daily. Associate Professor MAY.
- *9. Physiological Chemistry. Laboratory. Five hour course. Daily. Associate Professor MAY.
- 18. Physical Chemistry. Lectures. Two hour course. M. T. W. Th. Associate Professor BROWN.
- 27a, b. Organic Chemistry. Lectures and laboratory work for medical students. Five hour course. Required for Courses 8 and 9. Professor LYONS.
- 28. Seminary. M., at 4:00. Professor LYONS, Associate Professors BROWN and MAY.

Second Half-Term

- 3¹. Qualitative Analysis. First term laboratory work. Metals and acids. Daily, 1:00 to 4:50. Associate Professor MATHERS.
- 3². Qualitative Analysis. First term laboratory work. Salts and inorganic preparations. Daily, 1:00 to 4:50. Associate Professor MATHERS.
- 4. Quantitative Analysis: Gravimetric. Laboratory work. Daily, 9:00 to 4:50. Professor LYONS.
- 5. Quantitative Analysis: Volumetric. Laboratory work. Daily, 9:00 to 4:50. Professor LYONS.
- 15. Technical Quantitative Analysis. Laboratory work. Daily. Professor LYONS.
- 30. Advanced Inorganic Chemistry. Lectures. Two hours credit. M. T. W. Th., at 8:00. Associate Professor MATHERS.
- 31. Advanced Inorganic Chemistry. Laboratory work. Daily. Associate Professor MATHERS.
- 12d. Research. Daily. Associate Professor MATHERS.
- 12a. Research. Daily. Professor LYONS.
- 7. Organic Chemistry. Laboratory. Four hour course. Professor LYONS.
- 28. Seminary. M., at 4:00. Professor LYONS and Associate Professor MATHERS.

DEPARTMENT OF GEOLOGY

EDGAR R. CUMINGS, Professor.

JOSHUA W. BEEDE, Associate Professor.

First Half-Term

- 6¹. Physical Geography. The equivalent of the Fall term of Geology 6. Lectures, laboratory work, and field excursions. Open to all students. Daily, from 7:00 to 9:00, double course. Professor CUMINGS.
- 15. Conservation of Natural Resources. Special reference to the soil, the forests, and the water resources. Lectures. Open to all students. Daily, at 9:00. Professor CUMINGS.

*Courses 8 and 9 will be given if ten or more applications are received by the Department by June 1.

13. Advanced field work. Mapping of the Bloomington Quadrangle. Open to advanced students only. Continuous work in the field. Associate Professor BEEDE.

Second Half-Term

13. Advanced field work. Continuation of the work of the First half-term. Associate Professor BEEDE.

DEPARTMENT OF BOTANY

DAVID M. MOTTIER, Professor.

FRANK M. ANDREWS, Associate Professor.

JAMES M. VAN HOOK, Assistant Professor.

EDITH A. HENNEL, Teaching Fellow.

RUTH WOOLERY, Assistant.

PAUL WEATHERWAX, Assistant.

Mr. ———, Assistant.

First Half-Term

1. Elementary Botany. The general principles of anatomy, morphology, physiology, and ecology. The fundamental topics are: (1) A preliminary study of the cell. (2) In anatomy and morphology—the seed, the shoot, the root, the flower, the fruit. (3) In physiology—the rôle of water in the plant, respiration, digestion, irritability, growth, reproduction. (4) In ecology—metamorphosis of parts, dissemination, cross-pollination, light relations, physiographic distribution, regional distribution. The topics in ecology and physiology will not be presented by themselves as separate or isolated subjects, but along with those of morphology and anatomy, with which they are closely connected, e. g., cross-pollination with the flower, dissemination with the seed, etc. This course will be helpful especially to teachers of botany in the secondary schools, and to those preparing to undertake nature study. Double course. Daily, 1:00 to 5:00. Professor MOTTIER, Miss WOOLERY, and Mr. WEATHERWAX.
- 1^b. Elementary Botany. A study of representative types of fungi. Lectures and laboratory work. Single course. Daily, 10:00 to 11:50. Assistant Professor VAN HOOK, and Mr. WEATHERWAX.
4. Morphology of Fungi. Lectures and laboratory work. Daily, 8:00 to 9:50. Assistant Professor VAN HOOK.
7. Research. Problems for special investigation will be assigned to students who are prepared to undertake original work. Daily, 8:00 to 4:50. Professor MOTTIER.
17. Study of Trees. A course designed to give students a broader first-hand knowledge of the native and more commonly introduced trees and shrubs of Indiana. Identification of the trees and

shrubs of the local flora, together with lectures on the distribution and economic uses of forest trees; those suitable for shade and ornament; the care of shade trees and some of their common enemies; tree planting and the beautifying of school premises; and the laws of the State bearing upon the destruction and mutilation of trees along highways and in public grounds by the employes of corporations and by other persons. Open to those who have passed in Botany 1st, or its equivalent. Daily, 10:30 to 11:50. Professor MOTTIER.

18. Investigations in mycology and plant pathology. Daily, 8:00 to 12:00. Assistant Professor VAN HOOK.

Second Half-Term

- 1sta. Elementary Botany. A study of representative types of algae. Lectures and laboratory work. Single course. Daily, 8:00 to 10:50. Associate Professor ANDREWS and Mr. ———.
- 1sta. Elementary Botany. A study of liverworts and mosses. Lectures and laboratory work. Single course. Daily, 1:00 to 2:50. Mr. ——— and Miss HENNEL.
- 1stb. Elementary Botany. A study of the fern and pine. Lectures and laboratory work. Single course. Daily, 3:00 to 5:00. Miss HENNEL and Mr. ———.
5. Plant Physiology. Experiments and lectures in vegetable physiology, with supplementary reading. Daily, 10:00 to 11:50. Associate Professor ANDREWS.
- 5a. Advanced Physiology. Special studies will be offered to those pursuing work for advanced degrees. Daily, 8:00 to 12:00. Associate Professor ANDREWS.

DEPARTMENT OF ANATOMY

DARMON A. RHINEHART, Instructor.

During the Summer term the following courses will be given. A fee of seven dollars and a half will be charged for each part:

First Half-Term

1. Human Anatomy: Dissection of the Arm. (One part.) Daily, 8:00 to 4:50. Dr. RHINEHART.
- 1a. Human Anatomy: Dissection of the Thorax. (One-half part.) Daily, 8:00 to 4:50. Dr. RHINEHART.
2. Human Anatomy: Dissection of the Leg. (One part.) Daily, 8:00 to 4:50. Dr. RHINEHART.
- 2a. Human Anatomy: Dissection of the Abdomen. (One part.) Daily, 8:00 to 4:50. Dr. RHINEHART.
3. Human Anatomy: Dissection of Head and Neck. (One part.) Daily, 8:00 to 4:50. Dr. RHINEHART.

DEPARTMENT OF PHYSIOLOGY

WILLIAM J. MOENKHAUS, Professor.

CLARENCE E. EDMONDSON, Instructor.

First Half-Term

1. Elementary Physiology and Hygiene. A course primarily intended for public school teachers. The right to withdraw the course is reserved if less than twenty enroll. Two and one-half hours credit. Daily, at 8:00. Professor MOENKHAUS.
- 4 and 5. Review course in the Physiology courses for Medical Students. Daily, at 8:00. Professor MOENKHAUS, and Mr. EDMONDSON.

DEPARTMENT OF MUSIC

CHARLES D. CAMPBELL, Associate Professor.

JOHN L. GEIGER, Instructor.

First Half-Term

- 1st. History of Music: The Romantic Period and the Later Nineteenth Century. Daily, at 10:00. Associate Professor CAMPBELL.
- 2nd. Elementary Harmony. Beginner's course. T. Th., at 11:00. Associate Professor CAMPBELL.
- 2nd. Harmony. Second and Third terms. T. Th., at 9:00. Associate Professor CAMPBELL.
- 7th. R. Wagner's Music Dramas. First term. M. W. F., at 11:00. Associate Professor CAMPBELL.
14. Public School Music: The teaching of vocal music in the elementary school. See Education 4h. Daily, 1:00 to 3:00. Mr. GEIGER.

Second Half-Term

12. Modern Composers. Daily, at 10:00. Associate Professor CAMPBELL.
- 2nd. Elementary Harmony: Beginner's course. T. Th., at 11:00. Associate Professor CAMPBELL.
- 2nd. Harmony. Second and Third terms. T. Th., at 9:00. Associate Professor CAMPBELL.
- 7th. R. Wagner's Music Dramas. The Nibelungen Ring. M. W. F., at 11:00. Associate Professor CAMPBELL.
14. Public School Music: Continued. See Education 4h. Daily, 1:00 to 3:00. Mr. GEIGER.

PHYSICAL EDUCATION AND HYGIENE

PHYSICAL EDUCATION FOR MEN

CHARLES P. HUTCHINS, Professor of Physical Education for Men.
JAMES A. KASE, Instructor in Physical Education.

First Half-Term

1. Physical Education: Philosophy of Physical Education (Play). In conjunction with Education 10. Play as a factor in physical education, to be treated from the historical, physiological, medical, psychological, and pedagogical standpoints. Laboratory and lectures, each three hours a week. Both must be taken. Two and one-half hours credit for each half-term. Laboratory, M. W. F., at 3:00; lectures, M. W. F., at 10:00. Professors HUTCHINS and JONES, and Mr. KASE.
2. Physical Education: Outdoor Games. Practical instruction in all games used in schools and colleges. Daily, at 4:00. Professor HUTCHINS and Mr. KASE.

Second Half-Term

1. Physical Education: Philosophy of Physical Education (Play). Conditions the same as in First half-term. Laboratory, M. W. F., at 3:00; lectures, M. W. F., at 10:00. Professors HUTCHINS and JONES, and Mr. KASE.
2. Physical Education: Out-door Games. Daily, at 4:00. Professor HUTCHINS and Mr. KASE.

NOTE: The Department of Physical Education in conjunction with the School of Education will conduct a Summer School of Physical Education for high and grade school teachers in the Summer term, 1914. Bulletins of the courses may be obtained on application to the Registrar.

PHYSICAL EDUCATION FOR WOMEN

MARY E. RODDY, Instructor.
WILLAFRED HOWE, Assistant.

First Half-Term

1. Physical Education: Philosophy of Physical Education (Play). In conjunction with Education 10. Play as a factor in physical education, to be treated from the historical, physiological, medical, psychological, and pedagogical standpoints. Laboratory and lectures, each three hours a week. Both must be taken. Two and one-half hours credit for each half-term. Laboratory, M. W. F., at 3:00; lectures, M. W. F., at 11:00. Professors HUTCHINS and JONES, and Miss RODDY.
2. Physical Education: Swimming. Daily, 3:00 to 5:00. Miss WILLAFRED HOWE.

Second Half-Term

2. Physical Education: Swimming. Daily, 3:00 to 5:00. Miss WILLA-FRED HOWE.

DEPARTMENT OF INDUSTRIAL EDUCATION

JOHN C. MATTOON, Associate Professor.

ROSANNA HUNTER, (Supervisor of Manual Training, Indianapolis Schools).

- 1¹. Woodwork I. A practical course in benchwork. Care and use of tools; joining and construction of various problems. Daily, at 1:00 to 3:00. Associate Professor MATTOON.
- 1². Woodwork I. A course embracing more advanced joinery applied to the making of useful projects; elementary cabinet work; design and finishing. Daily, 3:00 to 5:00. Associate Professor MATTOON.
- 1³. Woodwork I. This course is a continuation of the preceding course and includes more advanced problems in cabinet making, design, and construction, and finishing.
- 41E. The Teaching of Woodwork in the Elementary School. M. W. F., at 3:00. Associate Professor MATTOON.
- 2¹. Mechanical Drawing I. A practical course in geometrical construction, projection, working drawings, etc., covering the requirements in the grammar grades. T. Th., at 9:00 to 11:00. Associate Professor MATTOON.
- 3¹. Elementary Handwork. A practical course in the various forms of handwork suitable for the lower grades. Includes paper and cardboard construction, raffia, and weaving. Daily, at 1:00 to 3:00. Miss HUNTER.
- 3². Elementary Handwork. A condensed course, following Course 3¹. Includes work in cardboard construction, basketry, and applied design. Daily, at 3:00 to 5:00.
- 13L. The Teaching of Woodwork in the High School. First half-term only. Daily, at 7:00. Associate Professor MATTOON.

DEPARTMENT OF HOME ECONOMICS

MABEL T. WELLMAN, Associate Professor.

ELIZABETH SAGE, Assistant Professor.

ABIGAIL M. HESS, Instructor.

FLORENCE D. FREAR (Teacher Domestic Arts,
Normal College, Albany, New York).

FRANCES SWAIN, Instructor.

GEORGIA FINLEY, Instructor.

Purpose and Scope. The aim of the Department is twofold: first, to provide thorough training for those who wish to prepare to teach the subject; secondly, to give a general under-

standing of the principles and processes involved in the science and art of home making to those who expect to make this their vocation.

Degrees. Students who wish to specialize in this work may take the major required for the degree of Bachelor of Arts in this Department.

Graduates who have the necessary basis may take their major work for the degree of Master of Arts in this Department.

- 1¹. Textiles and Clothing I. Principles of garment making; patching, darning, simple embroidery; crocheting, and knitting. Study of textiles, fibres, and development of the textile industry. Full term. Daily, 1:00 to 3:00. Mrs. FREAR.
- 1². Textiles and Clothing I. Continuation of Course 1¹. Full term. Daily, at 10:00 to 12:00. Miss FINLEY.
- 1a. The Teaching of Sewing. Special single term course in sewing. Problems suitable for use in elementary schools will be discussed and articles made. Wool, cotton, linen, and silk will be studied. The course is intended primarily for teachers wishing to secure Class B certificates. Daily, at 8:00 to 10:00 or 3:00 to 5:00. Assistant Professor SAGE, and Mrs. FREAR.
- 11¹. Foods I. Principles of cookery; study of foods, their manufacture, etc. Full term. Daily, at 1:00 to 3:00. Miss SWAIN.
- 11². Foods I. Continuation of Course 11¹. Full term. Daily, at 1:00 to 3:00. Miss HESS.
- 11a. The Teaching of Cooking. The principles of cooking; discussion of work for elementary schools. A single twelve weeks course especially for teachers who wish to secure the Class B certificate. Daily, at 8:00 to 10:00 or 3:00 to 5:00. Miss HESS and Miss FINLEY.
- 12¹. Dietetics and Food Chemistry. Carbohydrates and carbohydrate foods; use in body. Open to students who have had college chemistry. Lectures M. T. W., at 10:00. Laboratory period to be arranged. Associate Professor WELLMAN and Miss SWAIN.
- 15¹. Sanitation and Home Management. The construction, function, and care of a house. Daily, at 9:00. Associate Professor WELLMAN and Miss SWAIN.
- 13k. The Teaching of Home Economics. Discussion of principles of teaching, courses, and equipment. Daily, at 10:00. Associate Professor WELLMAN and Assistant Professor SAGE.

Other advanced courses for teachers will be organized for groups of six or more.

School of Education

WILLIAM W. BLACK, Professor and Dean.

ELMER E. JONES, Professor.

*WILLIAM F. BOOK, Professor.

HUBERT G. CHILDS, Associate Professor.

GERTRUDE S. BELL, Instructor.

CHARLES H. BRADY, Professor of Secondary Education, Colorado Teachers College.

EARL E. RAMSEY, Director of Observation, Practice High School, Bloomington.

JOHN E. EVANS, Assistant.

HARRY L. FOREMAN, Assistant.

Offering Special Lecture Courses on Vocational Education:

MEYER BLOOMFIELD, Director Vocation Bureau, Boston, Massachusetts.

JOHN DEWEY, Professor of Philosophy, Columbia University.

JOHN M. GILLETTE, Professor of Sociology, University of North Dakota.

WILLIAM F. BOOK, State Director of Vocational Education.

DEPARTMENT OF HOME ECONOMICS

MAEEL T. WELLMAN, Associate Professor.

ELIZABETH SAGE, Assistant Professor.

ABIGAIL M. HESS, Instructor.

GEORGIA FINLEY, Assistant.

DEPARTMENT OF INDUSTRIAL EDUCATION

JOHN C MATTOON, Associate Professor.

ROSANA HUNTER, Supervisor, Indianapolis Schools.

The special *single term courses* for teachers who are preparing to enter class B† begin Monday, June 8, *seventeen days before the opening of the regular college term*, and continue through *twelve calendar weeks*, closing Friday, August 28‡. First six weeks ends Friday, July 17. Instruction five days a week throughout the term.

* Absent on leave.

† Special *single term courses* for students who wish to enter class A are not offered in the School of Education.

‡ By a ruling of the State Board, preparation for entrance from Class A to Class B must extend through twelve calendar weeks. Students in this course, to secure a certificate from the University, therefore, must enter the *first day* of the term and remain *throughout*.

Graduate Work. Programs leading to the degrees of Master of Arts and Doctor of Philosophy, with the Master's and Doctor's Certificates of Education, will be arranged on application.

A student whose undergraduate major was taken in another department will usually be given an opportunity to do all the work for a Master's degree in Education in one year. Undergraduate courses required as a basis for graduate work will be arranged on application.

Special Six Weeks Lecture and Conference Course on Vocational Education. In recognition of the special necessity for the study of vocational education in Indiana at the present time, a six weeks' course of lectures and conferences on Vocational Education has been arranged for the First half of the Summer term.

Dr. Meyer Bloomfield, Director of the Vocation Bureau, Boston, Massachusetts, will give lectures and conferences on Vocational Guidance for one week.

Professor John Dewey, of Columbia University, will give a week's course of lectures on Vocational Education.

Professor John M. Gillette, Professor of Sociology in the University of North Dakota, will give a week of lectures and conferences on Vocational Education.

Professor William F. Book, Director of Vocational Education in Indiana, will give lectures and conferences for one or two weeks on the problems of Vocational Education in Indiana.

Professor William W. Black will offer a two week's course of lectures, reports and discussions on the literature of Vocational Education.

A joint seminar on Vocational Guidance will be conducted by Professors Haggerty, Jones, Childs, and Black, and Associate Professor Mattoon. The class will meet once a week for two hours.

This six weeks' course is arranged especially for city superintendents, county superintendents, teachers and supervisors of the vocational subjects, and high school principals. The course is open to any one interested in the problem of vocational education.

Courses for Teachers of Domestic Science and Domestic Arts. The Department of Home Economics offers courses for both the technical and professional preparation of teachers and supervisors of the domestic science and domestic arts subjects. See announcement of courses under Department of Home Economics.

Courses for Teachers of Industrial Education. The Department of Industrial Education offers, for the preparation of teachers

and supervisors, courses in woodwork, manual training for the lower and intermediate grades, and the teaching of the industrial subjects in the public schools. See announcements under Department of Industrial Education.

Courses for Teachers of Class B. A course for teachers of some experience or previous pedagogical training. Teachers who wish to complete full preparation in twelve weeks for entering Class B from Class A, will take work as follows:

A. Course 1, five hours. In case the student has taken Course 1, or its equivalent, Course 2 will be taken instead of Course 1.

B. Any two (five hours each) of courses 4En., 4Gr., 4HG., 4Ar.

C. Any one (five hours) of Courses 4IE., 4DS., 4DA., 4Mu.

Teachers who wish to prepare for Class B, and who wish to devote more time to preparation for teaching the vocational subjects than is provided for in the above course, may take one of the courses listed under 'B' and two vocational subjects. (See courses listed under departmental statements.)

A teacher who wishes to prepare for entrance from Class B to Class C may devote half his time to vocational subjects. In exceptional cases, where the teacher has had wide experience, permission will be given to devote all the time to the vocational subjects. These special programs will be arranged with the Dean of the School of Education.

1. Principles of Education. The function and processes of education as determined by the nature of human life considered under its biological, sociological, and psychological aspects. Daily, at 8:00. Mrs. BELL.

2. Principles of Instruction and Management. A course in the science and art of instruction and school management in general. The process of teaching as determined by the logical and psychological factors in the learning process. Daily, at 8:00. Associate Professor CHILDS.

4En. The Teaching of English in the Elementary School. Daily, at 9:00. Mrs. BELL.

4HG. The Teaching of History and Geography. Daily, at 10:00. Mr. RAMSEY.

4Gr. The Psychology and Pedagogy of Grammar. Daily, at 10:00. Mrs. BELL.

4Ar. The Teaching of Arithmetic. Daily, at 11:00. Mr. FOREMAN.

4IE. The Teaching of Industrial Education. Daily, at 7:00. Associate Professor MATTOON.

4DS. The Teaching of Domestic Science (Course 11a under Home Economics). Daily, at 8:00 to 10:00 or 3:00 to 5:00. Miss HESS and Miss FINLEY.

- 4*D*A. The Teaching of Domestic Arts. (Course 1*a* under Home Economics.) Daily, at 8:00 to 10:00 or 3:00 to 5:00. Associate Professor SAGE and MRS. FREAR.
- 4*M*u. The Teaching of Vocal Music in the Elementary School. Daily, at 1:00 to 2:50. Mr. GEIGER.

Courses for Beginning High School Teachers and Other Students of Education. Students who wish to prepare to teach in high schools should take Courses 1 and 3, and the pedagogy of the special subjects which they expect to teach (Course 13 announced below and also by the various departments in the College of Liberal Arts).

3. Secondary Education. First half-term. Evolution of the high school; general administration problems; preparation of teachers; pedagogy of adolescence. Second half-term. The high school curriculum—origin, development, values, and recent tendencies. Principles of method applied to high school teaching. Daily, at 7:00. Professor BRADY.

Below is a list of courses (subdivisions of Course 13) in the teaching of special high school subjects. The work in the separate divisions of that course is given by the different departments, and is described in the departmental statements. A student making a certain subject his major should take the course in the teaching of that subject at the end of his Junior year, as a necessary pre-requisite to practice. A student making the subject his minor pre-requisite to practice. A student making the subject his minor

- 13*j*. The Teaching of High School Latin. Daily, at 9:00. Associate Professor BERRY.
- 13*d*. The Teaching of English in the High School. Daily, at 11:00. Professor BARNES.
- 13*k*. The Teaching of Home Economics in the High School. Daily, at 10:00. Associate Professor WELLMAN and Assistant Professor SAGE.
- 13*l*. The Teaching of Industrial Training in the High School. First half-term only. Daily, at 7:00. Associate Professor MATTOON.

ADVANCED COURSES IN EDUCATION

To enable students to plan their work so as to complete full courses in summer terms, courses are scheduled (see page 35) for the summers of 1914, 1915, and 1916. Credit for continuous courses is deferred until at least two consecutive courses are taken.

6. History of Education. 6³. History of Modern Elementary Education. Parker to be used as text. First half-term. 6³. Education of Primitive Peoples. Greek and Roman periods. Second half-term. Open to Juniors and Seniors who have had Education 1. Daily, at 8:00. Professor JONES.
8. Comparative Education. A comparative treatment of the problems of German, French, and English secondary schools. Daily, at 9:00. Professor BRADY.
10. Philosophy of Education. 10². First half-term. The theory of education in relation to idealism, individualism, realism, and evolution. 10². Second half-term. Social factors in education. Open to Seniors and Graduates who have had as much as fifteen hours in Education. Daily, at 7:00. Professor JONES.
- 10a. Hygiene in Education. First half-term. In conjunction with Physical Training 1. Play as a factor in education. Lectures, required readings, and reports; laboratory work in the gymnasium and on the athletic field. Both parts of the work must be taken to receive credit. Course repeated Second half-term. Open to mature students who wish to make a thorough study of the problems of play in the public schools. Two and one-half hours credit. Laboratory work, M. W. F., at 3:00. Lectures, M. W. F., at 10:00. Professors JONES and HUTCHINS, and Mr. KASE.
- 10c. Play and Industrial School. First half-term only. Work in this school to be observed, and some practice teaching done by students taking Education 9 and Education 10a. No extra credit for this course. Professor JONES and Miss MOORE.
- 11¹. Principles of Organization and Supervision. First half-term. Development of the law and principles that determine the organization and general conduct of the school; the law evolving the organism. Daily, at 10:00. Professor BLACK.
9. Orthogenics. An investigation of the literature concerning all classes of exceptional children. Special attention is given to the theory of subjecting mental capacity in children to psychological and educational tests. A thorough study will be made of all known intelligence tests and scales for determining rank, efficiency, educability, etc., of school children. Open to Seniors and Graduates who have had at least twenty-five hours in Education, and to teachers of wide experience, on advice of the Professor in charge. Laboratory work six hours a week. Lectures and discussions, T. Th., at 10:00. Professor JONES and Mr. EVANS.
- 15². School Administration. First half-term. A general treatment of the more important administrative problems of small city school systems, involving a careful study of general organization,

finance, buildings and their equipment, supervision, instruction, discipline, grading, and promotion, vocational education and guidance, special ability groups, and the elements of statistical method. Daily, at 9:00. Associate Professor CHILDS.

- 15³. School Administration. Second half-term. A statistical investigation of city school problems, based upon a review of the literature available, and upon original data, and including such topics as: revenue, expenditures and unit cost in education; retardation and elimination; tests and methods for measuring school products; educational surveys. Open to Graduates in education and to teachers of wide experience on advice of the Professor in charge. Daily, at 9:00. Associate Professor CHILDS.
- 17¹. Educational Psychology. First half-term: Psychology of learning. Study of elementary laws of learning, function of memory, modification of sensory discrimination, modification of motor response; the nature of associative learning and the conditions of effective learning. The form and meaning of learning curves, with special study of learning of school subjects. Daily, at 8:00. Associate Professor HAGGERTY.
- 17². Educational Psychology. Second half-term. Mental development in the individual; study of infancy; anatomy and physiology of new-born; changes during growth; sensitivity and instinct; classification of chief instincts and their function in education; adolescence; evolution of memory; systematization of ideas; and nature of maturity. Daily, at 8:00. Associate Professor HAGGERTY.
- 18a. Research. Problems in Orthogenics. History of Education and Philosophy of Education. Hours and credit to be arranged. Professor JONES.
- 18b. Research in School Administration and Secondary Education. Associate Professor CHILDS.
- 18c. Research in Elementary Education. Professor BLACK.
- 18d. Research. Educational Psychology. Associate Professor HAGGERTY.

SPECIAL SIX WEEKS COURSE ON VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE

- VS. Lectures and Conferences on Vocational Education. Lectures daily, at 11:00. Conferences at 4:00.
 - a. Vocational Guidance. Week of June 29th. Director BLOOMFIELD.
 - b. Vocational Education. Week of July 6th. Professor DEWEY.
 - c. Vocational Education. Week of July 13th. Professor GILLETTE.
 - d. Vocational Education. Literature; different points of view of the subject; typical vocational schools. Two weeks, beginning July 20th. Professor BLACK.
 - e. Vocational Education. The problem in the Indiana schools. Week of August 3. Director BOOK.
- 16Sp. Seminary on Vocational Guidance. Open only to Graduates and teachers of wide experience. Class meets once a week for two hours. One hour of credit. M., at 7:00 p.m. Professors HAGGERTY, JONES, CHILDS, BLACK, and Associate Professor MATTOON.

ADVANCED COURSES FOR THE SUMMER TERMS OF 1914, 1915, 1916.

		Principles of Org. and Sup.	History of Education.	Philosophy of Education.	Orthogenics.	Comparative Education.	School Administration.	Educational Psychology.
1914	First half.....	11 ¹	6 ²	10 ²	9 ¹	8 ¹	15 ²	17 ¹
	Second half.....		6 ³	10 ³	9 ²	8 ²	15 ³	17 ²
1915	First half.....	11 ²	6 ¹	10 ¹	9 ¹	8 ¹	15 ¹	17 ³
	Second half.....		6 ²	10 ²	9 ²	8 ²	15 ²	17 ¹
1916	First half.....	11 ³	6 ³	10 ³	9 ¹	8 ¹	15 ³	17 ²
	Second half.....		6 ¹	10 ¹	9 ²	8 ²	15 ¹	17 ³

Note 1. Index numbers indicate the sequence of courses; e.g., 11¹ is the same as the course given in the regular year in the Fall term, 11² is the same as that given in the Winter term, 11³ is the same as that given in the Spring term.

Note 2. Credit will be deferred in all continuous courses until the completion of at least two consecutive courses.

Note 3. Credit can be earned by qualified students in research work in all advanced courses to the amount of two and one-half hours for each half-term.

Note 4. All classes meet daily. A credit of two and one-half hours is given for each half-term course listed in the schedule.

COLLATERAL COURSES.

Courses collateral to Education may be selected from the fields of Philosophy, Psychology, Sociology, Economics, Biology, and Physiology, after consultation with the faculty of the School of Education.

School of Law

MEMBER OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS

ENOCH G. HOGATE, Professor.

CHARLES M. HEPBURN, Professor.

JESSE J. M. LAFOLLETTE, Professor.

WILLIAM H. BEELER, Associate Professor.

RICHARD M. MILBURNE, Instructor.

EDWARD M. WHITE, Instructor.

The Summer Term. The ninth annual Summer term of the School of Law of Indiana University will begin on Thursday, June 25, 1914. The Summer term is an integral part of the School of Law, as well as of the University. The courses are given for the special benefit of students who are prevented from attending any or all of the other terms of the University. Credit is given for work successfully completed during this term, which counts toward graduation to the same extent as work done in any other term of the year. Six hours of credit for a half-term, or twelve hours of credit for the entire Summer term will be given.

The term will be divided into two half-terms. Some courses will be completed in the First half, some new courses will be taken up and completed in the Second half, and some courses will extend throughout the term. Students beginning the subject of the law will find ample work. Students entering either half-term will find courses arranged to suit them.

Advantages of the Summer Term. The attendance in the Summer term has increased each year. The work has been found very useful for those who teach and can attend only in the Spring and Summer terms, and for some who can attend only in the Summer. Some who are practicing law attend in order to pursue the courses in pleading and practice, and renew their acquaintance with the codes and textbooks in a systematic way.

The experience of the past is that the Summer term is the most desirable of the year. The student is relieved of many of the outside things that disturb his attention and engross his mind during the regular terms. The attendance is smaller, and classes, consequently are not so large; the individual student gets more attention in the lecture room, and comes more in contact with his

instructors. In no year since the Summer term was established has the weather been oppressive. The University buildings are on an eminence where the atmosphere is pure and the breezes get full play, and the natural forest trees on the campus provide ample shade. In all, the Summer work is, perhaps, the most profitable work of the year.

The Law Library. The law library now contains about 7,000 volumes, and is constantly receiving additions. In addition to the reports of the courts of last resort, many books on the literature and history of the law are being added, such as 'Selected Essays in Anglo-American Legal History,' 'History of the English Law,' by Holdsworth; 'The Laws of England,' by Halsbury. The revised statutes of all the States of the Union, and the session laws of all the States from the last revision to date, as well as the English Statutes are on the shelves. A person who desires to do research work in the literature and history of the law can find no more congenial place during the summer than this. All persons, whether students or not, are invited to make full use of the library.

Requirements for Admission. Persons who enter the School of Law for the degree of Bachelor of Laws (LL.B.) must have done two years of work in the College of Liberal Arts.

Persons who enter as special students must be twenty-one years of age, and have such qualifications as may be prescribed by the School. If not graduates of a commissioned high school, or a certified high school, they must pass the examination prescribed for special students in the College of Liberal Arts. See under the heading Special Students, in the bulletin of the College of Liberal Arts.

Fees. The fee for the entire Summer course in Law is twelve dollars and fifty cents; for one-half term's work the fee is ten dollars. For a single course of five hours or less per week the fee is five dollars, whether the student remains throughout the term or withdraws at the end of the First half, or sooner. All fees are payable in advance. The Bursar's receipt for fees must be produced before a student is enrolled in any class.

Law students are not required to pay a library fee in the Summer term, but have full access to the law library and the general library of the University.

The Work of the School. The work of the Summer School of Law is done in as thorough and systematic a manner as the work of the regular University year; the lecture-room work, research

work, moot-court work, the attention to details, and all that tends to make most effective the courses taught, is the same as at any other time.

Courses Offered in 1914. The courses below are listed for the Summer term. Other courses may be added, and some here listed may be dropped, depending on the situation at the time. In the courses in Proximate Cause and Negligence, the underlying principles will be studied in a seminar.

First Year Courses

1. Contracts. Double Course. Four days a week in the First half-term, and five days a week in the Second half-term.
28. Probate Law. Daily. First half-term.
29. Justice Practice. Daily. First half-term.
51. Proximate Cause. Double Course. Six days a week in the First half-term.
52. Negligence. Daily. Second half-term.

Second and Third Years Courses

20. Mortgages. Daily. Second half-term.
- 27b. Indiana Pleading and Practice. Double Course. Daily in First half-term, and single course; daily in Second half-term.
38. Moot Court. Two hours a week throughout the summer.
49. Drawing Legal Papers. Daily in Second half-term.
50. Office and Officers. Daily. First half-term.

Enrollment in Classes. Enrollment in classes will commence at 8 Thursday, June 25, 1914, in Maxwell 37. Applicants must first matriculate with the Registrar and procure enrollment cards.

Recitations will commence Friday, June 26, 1914.

School of Medicine

CHARLES P. EMERSON, Dean of the School of Medicine.

BURTON D. MYERS, Secretary at Bloomington.

EDMUND D. CLARK, Secretary at Indianapolis.

JOHN F. BARNHILL, Treasurer at Indianapolis.

General Features. The following important features of the School should be noted:

(1) Two years of college work, in addition to four years of high school work, are required for entrance. The entrance requirement includes preparation in physics, and chemistry, including organic chemistry; and biology, including embryology.

(2) The First year of the four years' medical course is emphasized at Bloomington; the Second year is emphasized only at Indianapolis.

(3) The last two years are given only at Indianapolis.

(4) In addition to the regular medical course referred to above, a combined academic and medical course is given, making it possible to secure both the degrees of Bachelor of Science and Doctor of Medicine in six years, or the degrees of Bachelor of Arts and Doctor of Medicine in seven years.

(5) Indiana University confers the degree and issues the diploma to all graduates of this School.

Work Offered in the Summer Term, 1914. For the courses offered at Bloomington in the Summer of 1914, see the statements of the Departments of Anatomy, Physiology, and Chemistry, under the heading, College of Liberal Arts.

At Indianapolis, dispensary courses in the different departments will be continued throughout the summer. These will be given at the Bobbs and City Dispensary, located in the College Building; hours 8:30 to 10:00, daily. Other courses will be arranged on application of ten or more students.

For further details, address the Secretary, either at Bloomington or at Indianapolis.

Biological Station

CARL H EIGENMANN, Director of the Biological Station.

FERNANDUS PAYNE, Embryology, Cytological Research, and Resident Director of Biological Station.

WILL SCOTT, General Zoölogy and Biological Survey of Lakes.

HOWARD E. ENDERS, General Zoölogy.

GEORGE NISSLEY HOFFER, Instructor in Embryology and Cytology.

HOMER G. FISHER, Instructor in Embryology and Cytology.

Location. The Indiana University Biological Station is located on Winona Lake, Kosciusko County, Indiana, in the grounds of the Winona Assembly. The post-office is Winona Lake, Indiana. It may be reached from Indianapolis and the north by the Michigan division of the Big Four railroad, and by the Pennsylvania railway from Chicago and the east.

Session of 1914. The session of 1914 will be the twentieth annual session of the Station. Registration will take place on Saturday, June 27. Work will begin on Monday, June 29, at 8 a.m. The Station will close on Friday, August 28, at noon. The work will consist of one lecture and six hours of laboratory or field work, with supplementary reading, or of two lectures and five hours of laboratory or field work, each day except Saturdays and Sundays; on Saturdays work will be suspended at noon. For those planning to be in residence only part time the session will be divided into two half-terms, one half-term ending August 1, the other half-term beginning August 3.

Equipment. The Station owns two buildings located on the lake front at the mouth of Cherry Creek. The Station also owns paraffine bath, stains, other reagents, glassware, incubator, three steel boats, thermophone, Secchi's disc, sounding apparatus, mapping outfit, chemical outfit for determining dissolved gases; nets, hose, and pump for collecting plankton. Microscopes and other apparatus needed will be moved to the Station from the University.

University Credit. The requirements for admission to the work at the Biological Station are the same as those for entrance to the College of Liberal Arts. The courses in General Zoölogy are

open to all students. The courses in Embryology and Cytology are open to students who have passed in General Zoölogy. A maximum of fifteen hours University credit will be given to students who remain in attendance during the entire session.

Plan of Work.* The Biological Station is a field laboratory. Emphasis will be laid on field work, and on such lines of work as can be given to better advantage at the Station than with the equipment of the University laboratories during the regular University term and under the restrictions imposed by a recitation schedule. In general the work will be adapted to the needs of medical students, teachers and investigators in the lines of Zoölogy, Physiology, Botany. Each course offered will be planned to occupy the full time of the students taking it. Each class will go to the field or lake as often as may be desirable, daily if necessary. A number of general excursions are taken to familiarize the students with the lake and the neighboring region.

During the first or second week in August, all members of the Station so inclined will make a trip to Turkey Lake, going the first day by interurban to the Leesburg swamp, and from there afoot to Oswego for dinner; by boat from Oswego the entire length of lakes Oswego, Tippecanoe, and James, and from the head of the lake afoot to North Webster. Stops will be made at Frazier's Landing, and at the head of James Lake for supper. The morning of the second day will be spent in walking from North Webster to Turkey Lake. The afternoon and following day will be given to examining Turkey Lake and its fauna. The return trip is left to the option of the students, but is usually by wagon or train.

Recreation. No one is excused from Station duties to indulge in sports. The lake, however, offers opportunity for swimming and boating. The swimming beach is near the laboratory. Tennis courts are available at \$2.00 per hour for the summer, making the fee for each of four players but fifty cents. Golf links are accessible at the edge of the grounds at \$5.00 for the season for each person. Track teams and baseball clubs are organized each season by residents of the Park. Some lecture, or musical or other entertainment, is provided every evening in the auditorium of the Winona Assembly.

Photography. No instruction in photography will be offered; but the Station has a dark room, and photography will be carried

*A limited number of research tables are open to investigators. Applications for these should be made as early as possible to the Director, Bloomington, Indiana

on extensively when the material and needs of any particular student demand it. For such work the necessary assistance will be given.

Lake Survey. The Biological Station was established to study the variations of the inhabitants of a unit of environment such as is offered by one of the smaller lakes. To this end, surveys of the physical conditions of a number of lakes have been made and a number of papers on their fauna prepared and published as 'Reports from the Biological Station.'

Two years ago a systematic survey of the Indiana lakes was begun. A hydrographic map of each lake is constructed, the physical, chemical, and biological elements of the lake environment are determined by suitable methods.

Fees.* The laboratory fee for each half-term is fifteen dollars, or twenty-five dollars for the whole term if the entire fee is paid before July 1st. No reduction will be made for partial terms or partial work.

Expenses. The widest choice is open to students for their mode of living. During the past summer ten boys rented a cottage and used it as a dormitory, thus reducing the cost of a room to eight dollars for the season. Many parties tent and cook their own meals. Rooms may be rented at from \$1.00 to \$4.00 a week, and good board has been furnished at from \$3.75 a week upward. There are three hotels available, with rates varying from \$7.00 a week upward. There is every facility for securing provisions on the ground.

Boats for private use can be rented at from \$5.00 to \$10.00 for the summer.

Courses Offered in 1914. The following courses are offered in 1914:

1. General Zoölogy. The class will collect and study a series of animals occurring in the neighborhood of the Station. Emphasis will be laid on distribution and societies of animals, the habits, external adaptations to their environment, the characteristics of the fresh water fauna, etc. Field trips will form an integral part of the work. The course will be adapted to students in general, and especially to teachers, to students desiring to specialize in zoölogy, and to students in the University School of Medicine.
Dr. SCOTT and Dr. ENDERS.

* The Winona Assembly will charge each student three dollars, which will entitle him to attend all the popular lectures given during the summer, and to bathing privileges. For all information concerning cottages, address S. C. Dickey, Winona Lake, Indiana.

- 2c. Cellular Biology. A study of the cell in its relation to heredity and development. The laboratory work will consist largely of learning how to embed and section; the use of different fixing and staining reagents; and a study of preparations showing cell structure, cell division, maturation, fertilization, etc. Given during the First half-term. Dr. PAYNE, Mr. HOFFER and Mr. ALLEN.
- 2b. Embryology. The segmentation of the sea urchin, fish, and frog, followed by the general development of the chick and pig, as seen in sections and whole mounts. Comparison will be made with the development of the human embryo. Given during the Second half-term. Dr. PAYNE, Mr. HOFFER, and Mr. FISHER.
6. Research. Open to students of sufficient preparation.
- a. Cytology: Investigations of the cell, especially the cell in relation to heredity, and the mechanics of cell division. Dr. PAYNE.
- b. Experimental Zoölogy. Dr. PAYNE.
- c. Limnology. Problems concerning our fresh water lakes. Dr. SCOTT.
- d. Assistance and advice will be rendered to students undertaking investigations in other fields of zoölogy.



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